

Educational Supplement

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Break

The Taylor show on the road

Mr Tom Taylor is stumping the country in support of his report on school governors and managers.

This three-man band were on stage at Wolfson College, Oxford, last week at the invitation of the university's department of external studies.

A merry day was had in such a local gathering undercurrents of local politics were unavoidable.

But it was self-congratulation tinged with a bitter and deliberate irony. Some of the Taylor-type moves have been reversed.

Even council officers, notably Brian Day, deputy chief education officer, had to go to the evils of corporate management in the county.

Instructors to just the sort of time-wasting paper work he faces in a busy hall.

Such negative views got a cooling from Councilor Olive Gibbs, "I don't protect us from the time when we're ruled by professionals".

Unless this is done, teachers' autonomy in the classroom and schools' autonomy over the curriculum will be destroyed by increasing professional control from heads.

If this argument is not very clear because Mr Flower, with his further education bias, did not enjoy the sympathy of the majority of the committee.

Mr Flower was also unsuccessful, he said (not from the platform) in getting his own formula for dealing with the dismissal of teachers written into the report, even though he consulted with the NUT about it.

With the Queen's speech only about a month away there is not much time for consultations and for views on the report to crystallize.

Legislation apart, the DES are working on a circular or letter to parents' rights. This was promised in the Green Paper and will probably be ready this month.



Who did I confiscate it from? It's my own.

Racist swings

The Race Pack rides again. Five years ago Lawrence Stenhouse and his team, working on the Humanities Curriculum Project, fell out with the Schools Council over their design of project materials.

However, the Social Science Research Council stepped in with money to develop the work, allowing Stenhouse to carry on.

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In all cases the pupils were 14-year-olds and, as the report says, accidentally able children were substantially under-represented because the experimental groups were mostly non-oxim classes.

To put a rough figure on it, the direct teaching resulted in a difference of 2.0 per cent between the experimental and the control groups. That is, 60 per cent of those who had some teaching about racism were more tolerant.

Talkshop

Most education conferences or seminars tend to be, as the Americans put it, "information rich, action poor".

However, predictions were misplaced. First, the working brief was a paper from Torsten Husén, professor of International Education in Stockholm.

Secondly, the growing crisis in secondary education produced by youth unemployment—in some European countries 25 per cent of school leavers are jobless—gave the

discussion a sense of urgency should and, more crucially, a sense of direction.

Famously, the make-up of the couple of former educationists, an inspector, some teachers—helped to change the atmosphere.

Much of the debate was about Torsten Husén's "limer life" of schools, and outside classrooms.

School and work bureaucracy, and the girls all came, under George Papadopoulos.

Henri Janos, secretary in Belgium during administration, with a distinguished and elegant suggested that after should spend half their

By the end of the week it had been repaired. It was to be seen how much the work had been affected.

They warmed to the subject with a politeness requested by Mrs Williams. At Mr St John-Stevens' invitation, he invited him



Brimstone and treacle

It's a merciful concession to human frailty that the party conferences come one after another in short order.

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continuing to hold down spending, but any such cuts must, in the nature of things, make it more difficult to screw the lid down on a public sector when trade unions are already picketing out that the Chancellor handing out tax rebates can hardly

So all eyes swing from Brighton and Blackpool to the tense run-up to the November rate support grant settlement. Plans to continue next year the switch from taxes to rates, by again reducing the percentage of local expenditure covered by rate support grant may now be shelved.

There are similar suggestions that the Government may be having second thoughts about stepping up the Robin Hood policies which in recent years have robbed the counties to give to the cities (Hertfordshire, where Mrs Williams's constituency is situated, stands to suffer particularly badly if the discrimination against the counties is accentuated).

All these elements will influence the educational climate in the next few months. The size of the rate support grant for 1978-79. Current reports of local authority underspending could affect this—hence the campaign now being waged by the I.A.S. (and the DES) to prevent the underspending being used as a reason for cutting the baseline for next year's calculations.

This was only one of a number of judges and winks by which the conference was regulated that an election was round the corner.

Attention is now focused on the extent that the Chancellor is prepared to raise public spending cuts when he makes his autumn and spring tax cuts. The official line is to go for tax cuts while

British teachers among poorest in Europe

by Stephen Cohen

British teachers are nearly the poorest paid in Europe. All the Common Market countries pay their most highly qualified teachers more than we do.

Primary teachers in Denmark earn more than twice the British salary when they start work. Teachers in Elze get 20 per cent more.

The West Germans were concerned about the EEC principle that interchanges a consequence of Common Market membership. Three are, however, different entry qualifications to the teaching profession in different countries and many English teachers would not be accepted for employment in European schools.

Details of the German research are published this week in the Journal of the Institute for Educational Research. The researchers converted the

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10 national pay rates into Deutschmarks and found that a primary teacher in Denmark started at 2,435 DM a month compared with 1,050 DM in England and Wales.

Swedish, German and Luxembourg primary staff all start at twice the salary of English and Welsh teachers. Teachers in Elze receive about 20 per cent more.

Graduate secondary school teachers in Luxembourg start at 2,533 DM a month and finish at 4,337 DM. English and Welsh staff start at 1,156 DM and end on 1,638.

When it comes to purchasing power, an English primary school teacher would have to spend 69 per cent of his or her annual salary to buy a modest-sized family car. The same teacher in Luxembourg would only have to fork out 52 per cent.

continued on page 3

Table with 4 columns: Country, Primary Starting Salary, Primary Final Salary, Secondary Starting Salary, Secondary Final Salary, Good honours Starting Salary, Good honours Final Salary. Rows include Luxembourg, Denmark, Holland, Germany, Belgium, Sweden, Ireland, England and Wales, France, Italy.

Purchasing power of national salaries, using Germany as base line.

Right to choose

New laws are to be introduced to give parents the right to choose schools for their children. The local education authorities will be given a

Back to Basics

A look at developments in educational computing page 23

Is reform possible?

"Something dramatic and concrete must be done," says Torsten Husén on what he sees as the secondary school crisis. Continuing Croall talks to the influential Swedish researcher on international educational development page 14

Legalizing Taylor

Mrs Williams says she will lose no time in legalizing Taylor's rights to an important say in the government of schools, a recommendation of the Taylor committee page 5

Education 2000

Robin Hoodigan offers a blueprint for radical change page 14

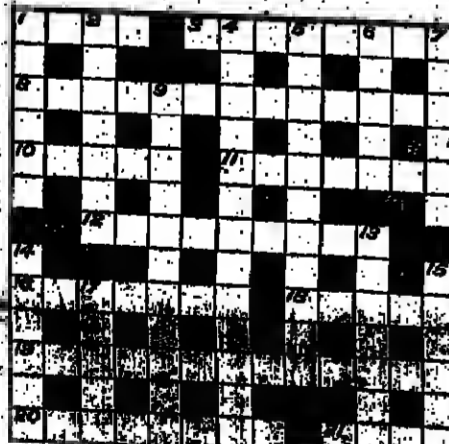
Book prices

Paper, print, binding, royalty, discount—but there's still more to take into account. Noel Hughes looks at the current state of the book trade with reference to the prices of books page 17

No comment

"Except where the context otherwise requires, any reference in these Regulations to a Regulation contained in these Regulations and any reference to a paragraph of those Regulations shall be construed as a reference to the Regulations and Other Regulations 1977 page 17

Crossword No 1,105



Across 1 Feathered newcomer... 2 Such lot covered... 3 Scene of the Olympic... 10 Staff College... 11 Laureate play...

Down

1 The Opposition is invited... 2 Confounded or being... 4 Provided... 5 Not great but... 6 The foreman has a... 7 Time here till Oct... 8... 13... 14... 15... 17... 18... 19... 20... 21... 22... 23... 24... 25... 26... 27... 28... 29... 30... 31... 32... 33... 34... 35... 36... 37... 38... 39... 40... 41... 42... 43... 44... 45... 46... 47... 48... 49... 50... 51... 52... 53... 54... 55... 56... 57... 58... 59... 60... 61... 62... 63... 64... 65... 66... 67... 68... 69... 70... 71... 72... 73... 74... 75... 76... 77... 78... 79... 80... 81... 82... 83... 84... 85... 86... 87... 88... 89... 90... 91... 92... 93... 94... 95... 96... 97... 98... 99... 100...

Bridge

A recent rubber game produced a piece of devilish cunning to defeat an easy contract on the following deal:

South had eight tricks on top, and the ninth could come from a diamond finesse against West, or from a diamond finesse in either direction.

South

South had eight tricks on top, and the ninth could come from a diamond finesse against West, or from a diamond finesse in either direction.

North

North had eight tricks on top, and the ninth could come from a diamond finesse against West, or from a diamond finesse in either direction.

West

West had eight tricks on top, and the ninth could come from a diamond finesse against West, or from a diamond finesse in either direction.

East

East had eight tricks on top, and the ninth could come from a diamond finesse against West, or from a diamond finesse in either direction.



Taylor moves on

Mrs Williams has moved quickly to welcome the Taylor Report. She hopes to introduce a Bill in the coming session to change the composition of governing bodies, and give herself power by regulation to redefine their powers and responsibilities.

majority in these bodies is in favour of county council policies. There is no point in being shocked or in bemoaning such a situation, for the execution of policies, no politician deliberately devises opposition for himself: to orchestrate alternative views for the purpose of consultation is one thing; for the execution of policy another.

Parents v planners

Although the new consultative document on school admissions policy (page 3) appears at first sight to reflect Mrs. Shirley Williams's undoubted confidence in increased parental power, it was influenced rather more by the long shadow of the Tameside judgment.

new sections designed to put in a coherent and explicit way the rights and obligations of parents, i.e.s and the DES, so that they will no longer have to be inferred from different bits of the Act. Section 68 will be dead so far as parents' appeals are concerned.

Patience rewarded

Tom Marjoram, HMI head of the Assessment of Performance Unit, on his team's progress so far

Last October my colleague, B. W. Kay, first head of the Assessment of Performance Unit, described what the unit had achieved in its first two years. His article was called "Justified Impatience".

The considerable potential energy by then generated has since turned itself into a good deal of activity, and carried the work of the unit to develop test instruments and prepare for nationwide monitoring of language and mathematics at 11 and 15 had been placed at the National Foundation for Educational Research and research and development teams of four in each case, had been appointed to carry out the work for the unit under the guidance of the respective working groups.

The maths team, led by D. Freeman in already field-tested and developing others. The teams are grouped together in different categories according to curriculum content and type. The content areas are geometry, measures, number, algebra, probability and statistics while the "activities" are more important important concepts, skills and applications in these areas.

Monitoring of 11-year-olds in primary or middle schools using this survey will begin next May; 15-year-olds will be tested in the following November. Out of each (roughly) 700,000 age group, about 12,000 pupils will be tested. For primary children the tests will last about 40 minutes; secondary pupils' tests will not last more than a double period.

Each primary test will contain about 50 items and in every school chosen roughly one-third of the age group will be tested. Not all pupils in the same school will take identical tests and the items in any one test will be chosen from only three or four categories in the item bank.

The reading tests will also be comprehensive in scope and will be designed to assess activities such as reading to obtain information, to expand upon information previously supplied, to gain an overall impression, focused reading of a number of passages or texts, reading to follow detailed instructions, reading to interpret or to enjoy, and to appreciate and respond to the content and style of the text.

The language team will also be developing, for later use, means of assessing listening, comprehension and spoken language. A science project to develop assessment instruments and monitor performance in science at 11, 13 and 15, has also been set up. The University of Leeds and Chelsea College will carry out the project jointly, Chelsea concentrating on the testing and monitoring at 11 and 13, while Leeds develops the 15-year-old tests and carries out all the item banking and computer processing required for the whole exercise.

Science is seen in the Assessment of Performance Unit context as mathematics and language, as a product not just of science lessons but of many other areas of the curriculum. Thus the project teams will focus their range of test instruments upon the processes or skills of observation, selection, problem-solving, explanation or hypothesis-confirmation, practical skill, experimentation, communication, application and "open-mindedness".

Two new exploratory groups in aesthetic and physical development were also set up last term. Each is considering the contribution of the whole curriculum to these aspects of growth. Thus the aesthetics group will seek to show that the aesthetic growth of the child is not only a function of his or her experience in the fine arts but also of music and dance but of other curriculum areas as well.

Last July the coordinators of the assessment committee extended to include monitoring of 13 of the first modern foreign language—French, German or Spanish. Tests of listening comprehension, oral production, reading comprehension and writing at various levels may be included.

In reporting the results of the monitoring the unit will have had to cope with many different groups of readers. National first surveys are bound to be seen in the light of the testing and monitoring methodology will have the light of experience. However, current thinking is that some of the situation in, say, language maths; in others may also be interested in the more technical, statistical aspects of the monitoring programme.

The reports must describe working groups' standards, process-content areas covered in the monitoring in the various subject criteria employed and examples of the items and assessment procedures used.

Since last October efforts to fill the gaps in the public information have increased. The first, one introducing the unit's second describing the assessment model have been published and before the end of the year two further leaflets on monitoring in maths and language will be published. Longer pamphlets giving fuller details about the intended monitoring in mathematics and language will also be published shortly. A glossary paper about science monitoring is in preparation.

It must be emphasized that the Assessment of Performance Unit's activities and ideas described in this article are all in transitional form. The unit is well resourced and free—indeed encouraged—to take and take the best advice and advice available. Strong links with the United States, Australia, Canada, Asia and the rest of Europe exist.

Let, but not least, developments between unit teams and observers of those whose work is monitored, about the bases of assessment, the plotting of items and tests themselves, should be encouraged and given as full a map from which to plan as possible ahead, wherever that may be.

Discipline and direct grants dominate Tory blue heaven...

The Conservatives delighted their party faithful at Blackpool this week by plunging themselves to re-emphasize national standards of reading, writing and arithmetic, and to restore direct grant schools.

The motion before the conference called not only for national standards of reading, writing and arithmetic but for more emphasis in teacher training on literacy, the arts, and the maintenance of discipline. Resources, it said, should be concentrated in existing schools.

Another pupil, Mr Ian Lynch, from Bexley and Sidcup, explained why standards could be improved. "The way to raise standards is to have some people who are determined to bring the rest of the school up to the same level."

Mr Nicholas Scott, left-wing Tory MP for Chelsea, and deputy chairman of Youthful, said that if the country was going to have a 150,000 unemployed it would be better to have a 150,000 unemployed who were employed in a new approach to education and training whereby young people would be taught the skills of literacy and numeracy in their last year of school, and given enough information about jobs and industry to be able to make a proper choice about what they were going to do.

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by Lucy Hodges

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Government drafts law to safeguard parental choice

New legislation to give parents the right to choose schools for their children is to be introduced by Mrs Shirley Williams, the Education Secretary.

Local authorities must plan the "operating capacity" of their schools and refuse places if they are full.

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hundreds of cases where parents allege maladministration or injustice. The new law should end the complicated process which parents have had to go through to secure the school of their choice. If they are dissatisfied they keep their child away until the local authority warns them that they will face legal proceedings.

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Continued from page 1

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Letter to the Editor

Persuasion by indoctrination

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Stephen Cohen reports from Brighton on the Labour Party conference

Mrs Williams slaps down the Tory 'Heavenly twins'

The Labour Party's education debate was brought to life last week when Mrs Shirley Williams, the Education Secretary, attacked the "Tory heavenly twins—Mr Norman St John-Steves and Dr Rhodes Boyson"—for proposing to bring back the 11-plus.

Winding up the party conference debate on two education motions, Mrs Williams said the Conservative education spokesmen had proposed to reintroduce selection to fill direct grant schools, which would also be brought back if a Conservative government was elected.

"It is one of the most cynical interpretations of parental choice one could have—choice for the few, and what is left over for the many." The "heavenly twins" had their best of "attendant angels waiting in the wings". Those were the Tory activists, who were getting rid of school managers and governors who did not share their political viewpoint. First-rate governors and others who had given years of distinguished service were being bounced off committees from Kent to Humberside.

Labour would move to reform the managerial system of the wider community could be genuinely involved while also recognizing the special contribution that only teachers could make.

One of the strongest reasons for keeping a Labour Government in office is to prevent the clock being turned back to the times between a return to the 1930s with Mr St John-Steves or the 1890s with Dr Boyson.

Mrs Williams earlier spoke out the Government's achievements in education. In 1965 only 8.5 per cent of children were in comprehensive schools. Now there were 79.5 per cent. She had written to the 34 local authorities which had failed to start on comprehensive reorganisation or had let some schools out of their plans. Almost all had submitted proposals or were about to do so.

Extraneous based, for example, on lack of money would be looked at with a sceptical eye. In the next year or two there was going to be an additional building programme

for authorities who wanted to go comprehensive. In 1974 a survey showed that 26 per cent of children under five had working mothers. Last year there had been an "encouraging growth" of 16 per cent in the number of children attending nursery schools. But this was offset by a decline in the number of four-year-olds entering primary schools.

The current nursery building programme was worth £3.5m but only one of 40 local authorities had shown interest in accepting money. She urged delegates to make their feelings on nursery education known in their town and county halls.

It was not enough to provide a nursery place, for a working mother, day care for eight or nine hours was needed. She was working with Dr David Emmons, of the Department of Health and Social Security, to bring together the provision for under-fives in a system of mutual support.

Mrs Williams said her "constant reiteration" of the need for an element of specific grant for some education services, was not shared by the local authorities. The Minister's forecast, made earlier last week, that every school leaver would have a job, a training place or the chance of further education from April 1, 1979.

The forthcoming capital programme for further education would be one of the biggest in recent years, said Mrs Williams. The future of the adult literacy resources agency was still under consideration. It was not true that the Government was reducing its expenditure after its current "great leap out".

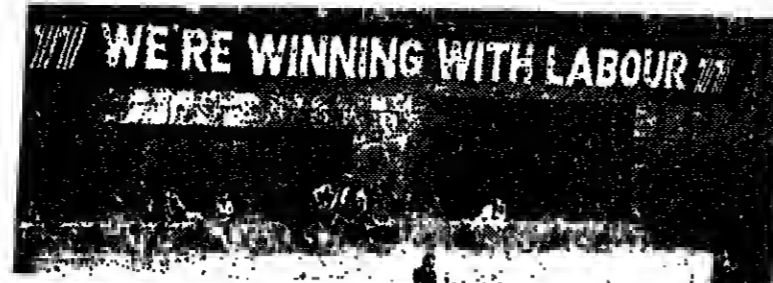
The Education Secretary announced that the "first of a series of new initiatives on education for or industrial democracy" would be out soon. This is believed to refer to government grants for trade unions to run courses for their branch secretaries and activists.

She praised Sheffield, Haringey and Liverpool for providing courses for unemployed school leavers and commended delegates to publicize the fact that 10,000 young people could now draw supplementary benefits while attending college for up to three days a week.

She advised the conference to accept the two education motions on the agenda, which were concerned with further and pre-school education.

Mr David Robinson (Socialist Educational Association) opened the debate on the first motion which called for a complete revamp of the education system for the over-16s, the special furve and an urgent programme under one department of state.

The aim was improved education, training and re-training for the post-school age group and a higher



Mrs Williams "orchestrates"



David Robinson

priority for adult education. There had to be equality for young people and between the generations. Working people should have the right to paid educational leave.

The Government should insist that colleges, universities and local authorities discriminate in favour of the disadvantaged in admitting students and also give more second-chance opportunities.

The new National Advisory Council should be given funds to extend its role to development and initiation in addition to its advisory function. Labour's educational thinking had not progressed beyond the school system, said Mr Robinson. "We've forgotten that the vast majority leave schools at the statutory leaving age and sever their connections with education for all time." The aim of abolition of the 11-plus was to place a 16-plus.

Maggie Collins (Harrow East) moved the second resolution, which sought legislation to make local authorities provide nursery places and places with local needs.

Less than 12 per cent of three and four-year-olds were in state nursery classes, she said. The struggle for equality began in the cradle, and the children were left behind in their earliest years, the cards would always be stacked against them.

The need was greatest for families from deprived homes. Infant grant children who needed to learn English before starting primary school could be taught in nursery classes.

Nursery education should be in the forefront of the Government's programme. This teacher-led body would be there and the opportunity to reduce the idle queues and fill empty schools should not be lost.

As we go, to allow the Tory put buildings on the market for private profit? The force of legislation was needed to push "responsible" education to provide a better education.

Mr Ray Martin, president of the Tobacco Workers' Union, said allocations for nurseries had been cut from £34m in 1976 to a projected £6m in 1980. France, Belgium and Italy had places for 50 per cent of

their children. A survey in Rochdale, Lancashire, found that 83 per cent of mothers wanted nursery education. But the Government's encouragement to pre-school play groups challenged the dictum that education was state responsibility.

Miss Helen Cowan (AUBW, TASS) said the Employment Protection Act recognized a woman's right to maternity leave and the right to no vote without providing nursery and child care places.

Mr Dina Page (Prospective Parliamentarian Chudleigh for Woolwich, West) said she was speaking on behalf of the 4.5 million under-fives. She was concerned about those who were unable to take part in any form of constructive play or who could not talk to teachers. She wanted legislation because it would be impossible to rely on some authorities to provide nurseries within it.

Mr Bob Wylie (East Kilbride) said 645 nursery nurses who qualified in Strathclyde this year were because the cuts had forced Strathclyde to close nurseries. "This is a scandal," he said.

Mrs Pat Knight (ASTMS) said nursery education was not provided in times suitable for working mothers. Some mothers, she said, in reference to the 1976 Education Act, had had to fight for a place for their child in a nursery.

Mr Gerry Fowler (MP, Wrakins) said retaining would have to be undertaken two or three times in a working life. Britain was way behind other countries in providing paid educational leave. There was no reason why education and training should be treated separately except for the convenience of government and administration.

The aim which he had used when a minister to start the adult literacy to the universities. There is no greater disadvantage than to be illiterate in modern society.

Both resolutions were carried overwhelmingly.

Plea to hand power back to the cities

The conference was enthusiastically to return power to education to major cities and Nottingham. This was the last reorganization of government.

Mr John Cartwright, Woolwich East, backing on behalf of the national education authorities, advocated "devolving power to the people. Services a day concern to local people to be administered as far as possible by local people as possible."

"The restoration of power to the Big Nine former boroughs is a first step towards more simple, sensitive and genuinely local and accountable local government."

But he warned that any form of reorganization was not to be any. The NEC would be with another statement on next year.

The resolution passed by the organization of non-metropolitan districts was "detrimental to urban areas". It was Government to increase the size of the largest metropolitan district councils and to turn to them major education and social services.

Mr Bernard Gaudard (Valley) told delegates of disillusionment and disaffection with the present local government. He was now proposing a new form of local government which would extend the role of the people's representatives in education.

A note of caution came from Nail Davies, local secretary, who said that the NEC was a safe haven for local workers in any reorganization.

Public schools escape from firing line

Private schools did not figure in education debate. A resolution which deplored the failure to widen public and charitable schools did not refer to them.

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Selection coming back-Boyson

Retention of selection, a core curriculum, regular exams and freedom for local authorities to plan their own education system were demanded by Dr Rhodes Boyson, deputy Conservative education spokesman, at the weekend.

Selection was coming back and the Labour Party could do nothing about it, he told a conference of the National Council for Educational Standards in London. The 1976 Education Act must be repealed.

"We must say to every authority 'You really are free to do what you wish'. There could be genuine conferences of parents, teachers and the authorities in each area and they could come back and tell us what they are going to do."

There would be no consultative documents and no green papers disappearing into the sun. Let us also be published what each area wants to do and if they want to return to selection, let them.

There should be regular exams for pupils at seven, 11 and 14 and a core curriculum. Let us also find a way of removing incompetent teachers and by other means of increasing parental choice.

Labour doctrine prejudice was destroying Britain's grammar schools. Let us also develop such schools to improve their educational standards. The recent Green Paper was filled with "vague truisms" but had no programme for action.

All the evidence is that the comprehensive school has not improved academic standards and may have reduced them, but the Labour Government refuses either to provide evidence or to face evidence where it exists.

Instead, the Green Paper now threatens with destruction one of the few points of the British educational scene which still functions successfully—the sixth form.

Nor was there any reference to parental choice. "The best way to check the accountability of schools is to make them accountable to parents."

Mr Lawrence Norcross, head of Highbury Grove School, North London, said comprehensives should provide for the most promising pupils.

"If the majority of our future leaders are to be the products of a comprehensive system, it is clearly the duty of that system to ensure that proper provision is made for the full development of their aptitudes and skills."

CSE report 'inconclusive'

Six years of research has failed to produce any conclusive evidence on whether the standards of mode 1 and mode 3 CSE are different.

Part of a £90,000 research contract given to the National Foundation for Educational Research by the Schools Council in 1971 was allocated for comparison of the different modes of assessment.

The researchers looked at the two regional exam boards that do most mode 3 work and compared standards of both mode 1 and 3 in two subjects, biology and geography.

In their conclusions the researchers are studiously tentative. One board "appeared" to be grading its mode 3 pupils more leniently than the other mode 1. The other board seemed to have got its standards about right.

In geography, one board "appeared" to be grading its mode 1 pupils more leniently than the other mode 3. Perhaps the most remarkable finding in the report is that there are very large differences in the grading standards of individual schools. The difference between the most severe and the most lenient appeared to be more than twice as much in mode 3 biology as in mode 1. The other board seemed to have got its standards about right.

The Green Paper admitted there was a case for concern but shrank from providing the correctives, like national tests and the same kind of curriculum throughout the country.

Reading was the number one priority and his was the only primary school in the country where there was a guarantee that children would start their reading lessons in the first term.

Mr Lawrence Norcross, head of Highbury Grove School, North London, said comprehensives should provide for the most promising pupils.

"If the majority of our future leaders are to be the products of a comprehensive system, it is clearly the duty of that system to ensure that proper provision is made for the full development of their aptitudes and skills."

There was little evidence in the Green Paper of the need to provide schools with the positive leadership many required to get out of their "pseudo-equilibrium rut" and recognize the needs of the most able pupils.

The real need was for official backing for firm and decisive disciplinary measures, designed to protect and safeguard the interests of the law-abiding majority.

Mr Frank Spiller, head of Pediswell Primary School, Worcester, said the blame for the fall in standards lay not with the secondary schools but with the primaries. "Children are going into secondary schools completely unprepared and although the secondary teachers are appalled, they do not make an outcry. They carry the can for their less responsive colleagues in primary schools."

Plea for 'in-depth books'

A plea to publishers for more information books treating their subject in depth was made last week by the Children's Book Review and Education Lecturer, Margaret Meek, at the Publishers' Association annual children's book seminar.

She told an audience of more than 250 publishers, teachers, booksellers and librarians that she favoured the expert author, the individual style and the kind of book which stimulates the reader to excitement and questioning, rather than attempting to provide him with ready-made generalizations and conclusions.

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Sport Champions lose titles

Two reigning champions were upstaged during the national schools diving championships at the Shipley Baths, Bradford.

Pauline Baker (Thomas Tallis School, London), crushingly defeated by Debbie Jay (Stander Draper School, Hornchurch, Essex) in the intermediates (14-16) group last year, turned the tables to win this time by 300.85 to 291.25 points.

And Christine Bond (Rosebery Grammar School, Essex), also second last year, gained revenge over the 1976 champion, Sandra Hooker, of Bournside School, Cheltenham, in the senior girls' event.

In both cases she defeated champions last year after the preliminary rounds (Miss Hooker by 20 points) but were overhauled later.

However, two other defending champions were much happier. David Wood (Bushey Meads School, near Watford, Herts) again won the senior boys section and Jonathan Hildes (Newfield Comprehensive School, Sheffield) the junior boys but only after a struggle. Hildes escaped home by only 0.85 points (258.30-257.45). Just ahead of Douglas Ojehadi (St David's and St Katherine's School, London).

The other two diving winners were Tina Davies (Nounton Park School, Cheltenham), among the junior girls, and Graham Topping (Shoeburyness High School, Essex) in the intermediates boys.

Millfield School was again a dominant force in the team finals, in fact relays, held in conjunction with the diving.

Public schools escape from firing line

Private schools did not figure in education debate. A resolution which deplored the failure to widen public and charitable schools did not refer to them.

Mr Gerry Fowler (MP, Wrakins) said retaining would have to be undertaken two or three times in a working life. Britain was way behind other countries in providing paid educational leave. There was no reason why education and training should be treated separately except for the convenience of government and administration.

The aim which he had used when a minister to start the adult literacy to the universities. There is no greater disadvantage than to be illiterate in modern society.

Both resolutions were carried overwhelmingly.

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Why the show will not go on

Exhibitions of pupils' work should carry a notice saying "Next year, this fine display of work will not be possible because...". It has been cut from the budget, says the Council for Educational Advance.

Launching a national education week to protest at cuts in educational spending, Mr Bill Rodden, council chairman and education secretary of the National Association of Teachers in Further and Higher Education, said the danger in showing excellent work was that it might give the impression that everything was well.

"Nothing is further from the truth and we have to say so. We have to point very clearly to the staff and facilities which have already been cut and to those which are marked for the axe."

Psst, do you wanna buy an English college, effend!

Many colleges of students and staff are being sold to foreign buyers for a profit. Mr Michael Young, chairman of the National Consumer Council.

In a paper prepared for the National Economic Development Council, Mr Young also calls for an educational export council, recruitment of Overseas Development Council and for the offer of paid technical cooperation to developing countries.

Britain has not fully exploited its two great advantages—the spread of English as a world language and the reputation of its educational system, he says.

Mr Young suggests a small export unit within the DES which could encourage local education authorities to export goods and services. It could also provide risk capital for universities and colleges seeking foreign markets.

Many of the large American universities such as Stanford and MIT have generous supplies of spare capacity which they can use for all the preliminary overseas visits and spendover needed. The British Council is being set up as a cultural rather than a commercial mission, could not be expected to have many people with a flair for business opportunities. It is the open market which should be found.

"Picked people ready to go overseas could have a market for British exports, if they were able to travel fairly frequently backward

Tops in the gym

Several national champions were upstaged during the national schools diving championships at the Shipley Baths, Bradford.

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THE RUSSIAN SCHOOL OF PIANO PLAYING

General editor: A. Nikolozv
Translators: Nareliah Harutyunyan and Martin Hughes

From a land that has reared such pianists as Rachmaninoff, Horowitz, Richter, Gilels, Ashkenazy and countless others, comes the Russian School of Piano Playing, a method that is officially recommended by the Soviet authorities for use in their Children's Music Schools. The important publication represents the work of many distinguished teachers and pianists and is widely considered to be one of the most systematic teaching methods ever to be produced.

The compilers of the Method have taken great pains to present a carefully timed introduction to every aspect of technique in which the beginner is likely to require guidance for the first few years, and the musical material itself has been meticulously graded. The authors' approach gains the pupil towards an appreciation of colour and characterization and a true sense of musical feeling. The introduction to the first book accurately states that the Method

Court refers back ministry pay plan

from Lynn George

AMSTERDAM The Civil Service Federation has successfully won a law suit against Dr Jos van Keulen, Education Minister, to suspend his plans to lower the starting point for salaries of young graduate teachers from the beginning of this month. The law suit, known in Dutch as a *kort geding*, is a special kind of legal proceeding which enables a defendant to apply to the courts for immediate judgment. In this case the federation decided to take legal action only a week before the new starting point for salaries was due to be introduced.

The decision by a group of teachers to take legal proceedings against an Education Minister is an extremely unusual one, although in theory any Government employee may bring a *kort geding* against the state if they feel injustice has been done. Civil servants, however, are not as a rule allowed to strike; so asking a court to intervene in a dispute with a Government minister is in fact their only recourse.

The Civil Service Federation has 100,000 members and is one of five civil servant organizations which has representation on the Special Commission for the Legal Status of Teachers, the body which formally negotiates teacher pay and status. The federation took the legal proceedings on behalf of the Dutch Secondary Teachers Association (NGL) which is affiliated to it. The federation regarded as unfair a four-increment reduction for bringing the starting point for salaries of graduate teachers on a level with newly-employed public service non-teaching graduates. And it argued that the minister had failed to negotiate fully with the special commission.

The court agreed that not enough discussion had taken place and that the minister had not put up a convincing enough argument to warrant the lowering of young graduates' salaries. It ordered the minister to reopen discussions on his proposal and ordered the state to pay the costs of the hearing.

Although discussions will now be reopened, this does not necessarily mean the decision will be reversed. If the two sides cannot agree, the minister still has the final word. Only Parliament can intervene and this is not regarded as likely to happen.

The controversial proposal to lower young graduates' salaries is

provides "... a vital link between the pupil's general musicianship and the development of his musical ear, memory and sense of rhythm, combined with the acquisition of a sense of interpretation." Book One covers all necessary ground up to and including the end of the first year, whereas Book Two deals with the second as well as much of the third year.

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Where schools are still more equal

from William Park

A study of the top news, Government, and education news media has shown that the education news is just as important as in Britain. The study was carried out by the Department of Education at the Australian National University's Research School of Sciences.

The four-member team of 370 of the "top" news items found that the education news was still present in the top 100 news items. The top 20 schools included the five best schools in the country.

At the head of the list were 20 schools which were for less than 1 per cent of the Australian school population. The top 100 schools were for less than 17 per cent of the population.

Among the schools were: St John's, St Mary's, St Ann's, St Vincent's, St Ignace's, St Joseph's, St Peter's, St Paul's, St James's, St George's, St Andrew's, St David's, St Nicholas's, St Basil's, St Ambrose's, St Edmund's, St Augustine's, St Lawrence's, St Mark's, St Luke's, St John the Baptist's, St Michael's, St Gabriel's, St Raphael's, St Zachary's, St Philip's, St James's, St George's, St Andrew's, St David's, St Nicholas's, St Basil's, St Ambrose's, St Edmund's, St Augustine's, St Lawrence's, St Mark's, St Luke's, St John the Baptist's, St Michael's, St Gabriel's, St Raphael's, St Zachary's, St Philip's.

France 'Ethics' comes near

from Joan Smyth

A written code of ethics for teachers in France is being prepared by working groups, one of the other a Parliamentary committee, Mr René Bayle, Minister, has confirmed. He said the French Government was "seriously discussing" the idea.

France would bring a moral code to the fore in teaching in schools. M. Bayle would step up the moral education of pupils by introducing a written code of ethics for teachers. The code would be made compulsory for all teachers and would be based on the principles of the French Republic.

When M. Bayle announced it was suggested in a radio programme that it was impossible to teach ethics and economics in the same lesson. He replied that the two subjects should be taught in the same lesson.

'Who governs?' row angers union

from John Walshe

DUBLIN The setting up of a board of management in a Dublin Catholic secondary school in regard to a case by teacher union leaders and religious authorities in the Republic. It is the first board created since February, 1976, when the religious managers of the 517 Catholic secondary schools in the country originally announced plans to establish 10-member boards.

The composition suggested was for six nominees of the religious trustees, two elected parents, one elected teacher and one co-opted. The proposals were immediately rejected by the lay teachers' trade union—the Association of Secondary Teachers, Ireland (ASTI)—which described them as a "democratic disaster".

Catholic schools cater for almost two-thirds of the Republic's primary population of around 260,000. The remainder go to the 280 State-financed and directed vocational comprehensive or community schools or also to the State-aided 35 Protestant and one Jewish secondary schools.

Up to 1967 Catholic secondary schools charged tuition fees, but in that year the Government announced a "free education scheme" under which grants were to be paid by the State in lieu of fees.

Most of the schools joined the scheme, some reluctantly as they argued that the grants were too small and the school inadequately prepared for the coming explosion in student numbers. The past decade has seen a great increase, too, in the numbers of lay teachers employed in the Catholic secondary schools which are run by religious orders, diocesan authorities or, in a small number of cases, Catholic lay people. Lay teachers now outnumber religious staff by more than two to one.

The Department of Education lays down certain regulations regarding school premises, curricula and examinations. But it does not interfere with the management of these privately run Catholic schools, nor does it have any say in the terms of employment of the lay teachers.

Last year's rejection of the board's proposals was followed by behind-the-scenes negotiations between the religious authorities and ASTI, but these only yielded an extra teacher on the board, in place of the co-opted member.

The start of the new academic year saw the unilateral setting up of a board in a Dublin convent school. This immediately sparked off a ban on extra-curricular activities such as educational tours, drama, debates and so on, by the lay teachers. They are now expected to accelerate this action into a full strike over the next few weeks.

Both sides regard the outcome of the Dublin case as a crucial pointer to future events and both sides are digging in their heels.

Earlier start, less Latin

from Daibert Hallenstein

Italy's elementary and middle schools (11 to 13) will undergo a number of apparently small, but significant changes over the next year. The school year, for example, began on September 20 instead of on October 1 as in the past. Next year the Government hopes to start the school year on September 10, and eventually to bring the starting date to September 1.

Attempts to reduce the long summer break to three months has met with enormous opposition from Italy's powerful tourist industry which feared that it will suffer due to lost Italian family bookings in September.

The traditional September supplementary examinations will also be abolished in the elementary and middle schools. These were held to give a second chance to pupils who failed, or partly failed, in the previous school year.

Local control sets standards problem

by David Dungworth

As the new school year begins in West Germany, pupils who have never seen a board of the word *Kulturhoheit* (regional autonomy in educational affairs) will soon realize all too clearly some of the disadvantages of the Federal system of education.

They are the ones who have had to change schools because their families have moved from one Federal State to another. Not only do they have to adjust to different teachers and unfamiliar classmates, but in many cases also to a timetable containing subjects they have hardly touched on in their previous schools.

The problems associated with changing schools in the Federal Republic have become so serious that only the best pupils are able to cope without having to repeat a whole year. They also reduce the mobility of the labour force because many parents, aware of the importance of examination results in the competition for training and university places, are unwilling to move to other areas until their children have completed their secondary education.

The insistence by the individual Länder on their right to control what is taught in their own schools and the consequent lack of coordination between them has led to increasing diversity in recent years. This is apparent in the subjects which make up the curriculum, the relative weighting given to various aspects of them and the amount of time devoted to them.

Thus, arts and crafts constitute one subject in Baden-Württemberg, two in Bavaria and three in Schleswig-Holstein. In Hamburg music is also included in arts studies.

First-year primary children in West Berlin have 17 hours lessons a week while those in Bavaria work a 24-hour week. In the final year of primary school the total varies between 24 hours a week in Bremen and 28 hours in Hamburg and Rhineland-Palatinate.

Six-year-olds spend four hours a week on German in North Rhine-Westphalia, five in Hesse, six in Bavaria and seven in Baden-Württemberg. In the final three years of secondary modern school three hours a week are devoted to the study of biology in Bavaria and six in Rhineland-Palatinate.

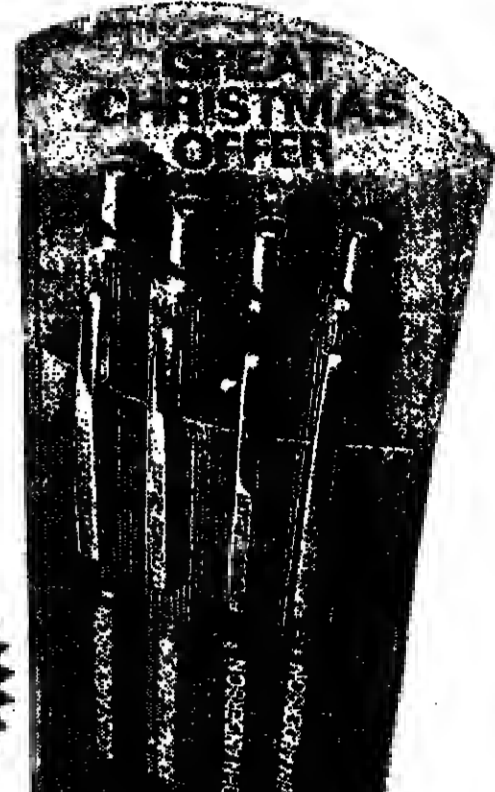
The Ministry of Education in each Land lays down rigid guidelines governing syllabus content and the duration and sequence of school courses. Rigid differences regarding the Länder and academic disagreements between the members of advisory committees rule out inter-state cooperation and reinforce the absence of curricular uniformity.

School textbooks must be approved by Ministry officials who ensure that they conform to the guidelines. Publishers are therefore finding it increasingly difficult to produce textbooks which cover the requirements of more than one Land. This in turn limits the market for them and puts up the price of the books which in most cases have to be paid for by parents.

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What price books?

Noel Hughes looks at a current controversy in the book trade and asks what Roy Hattersley is after

The more one considers the reference of books (especially academic and technical books) to the Price Commission, the more remarkable it looks.

It all came without prelude, so that the Publishers' Association's first surprise was understandable. Anyway, past efforts to "control" the industry have been noticeably ineffective. The last, and higher-price, edition of Gray's Anatomy caused a brouhaha and led to a new code of profit assessment; but the publishers' interminably small firms (subject to the least mercantile surveillance) have lived less discontentedly under the new rules than ever they did under the old. Even without books, the Price Commission was given four new references. Did it really want a fifth? (Especially one that could produce as soggy a squid as its report on school clothing?) But perhaps the reference is not what it seems; and Mr Hattersley is concerned less with whether prices are too high than with the effect of retail price maintenance on price levels. What other explanation fits the facts?

There are really only three aspects of pricing that the Commission can look into. The first is the purely technical exercise of fixing a price. Most academic publishers do this by one of two basic techniques. The first consists of taking up all the costs of production—paper, print, binding, royalty, discount, sales and the various overheads—and then deciding on what combination of price and print number (and more of these later) will allow the publisher to get his money back and allow a bit of profit; the second is to get the accountant to extrapolate from all the indirect costs a mark-up factor and use it as a multiplier on the unit cost. Some firms use both techniques; they calculate a price by the first method and check they have got the right figure by the second.

Now that the figure that emerges is invariably the price. For these techniques can show only what the publisher ought to charge in the market will stand. There is occasional anger at the pricing of dual editions when the gap between the hardback and the paperback versions is wider than mere binding costs can explain. But even where the disparity is grotesque, the pricing owes more to desperation than to greed. I doubt if these aspects of pricing will cause any trouble in anybody. Primitive they may be; they are not inhumane. And if the Price Commission can suggest anything better the publishers will be delighted to hear of it.

The second aspect is the implication for pricing of the views that the publisher is forced to take: on the state of his market, the elasticity of price within it, the cost of money and the rate of inflation. All these bear on the rather awkward fact that printing technology presents the publisher with a very high first-copy cost which can be dispensed only over a large print number. It would be foolish to try to present a profile of the "average" academic book, but what follows is a possible one. As the print run is raised up to 3,000 copies, the unit cost drops dramatically, and continues to drop, though less sharply, up to about 5,000; that might be the point where unit cost will sink to 3,000 in 10,000; thereafter a further large jump would be needed to achieve a significant fall. So that, disregarding strong-selling textbooks, most scholarly books are going to fall in the critical range of up to 5,000, and the scholarly monographs in the hyper-critical range of up to 3,000. Another 300 on the

run may be another year's stock in the warehouse.

The publisher must make stock for what may turn out to be three, five, 10 or 20 years, and, in holding stock for such periods, he is almost unique in commerce. High interest rates, high inflation rates for the fear of them) are bound to shorten his time-scale. The publisher may, simply because his cash resources are finite, prefer to make more than three years and accept the price that emerges from his decision. Or he may print not for the whole of his forecast market, but for a little more than that segment of it that he thinks is investment in price. This, of course, establishes a spiral: modest print runs produce high prices which cause price resistance which causes shorter runs and even higher prices until you finally come to a Price Commission?

Yet, but what can the Commission do? Plenty of scope, of course, for finger-wagging. Hindsight is a wonderful thing. The difficulty for the Price Commission is going to be that there is not a whiff of a restrictive practice here. It is all straightforward, without competition. If anything, there is too much competition in the sense that, if fewer scholarly books were published, a higher proportion of those published might be sold, and that would lead to more confidence in fixing print runs and in the long run to lower prices. No use looking for mergers though, since anybody can start a publishing house on £1,000 and an optimistic temperament. It is open to the Price Commission to do something really stupid like limiting mark-up. But this will only hamper a British trade which is splendidly export ready, while giving assistance to foreign competitors, so pushing up the import bill while affecting prices hardly at all.

It is because one feels that the Price Commission must have thought through problems in two areas before even putting pencil to paper that one is forced to the conclusion that it is really interested in the third. It is an unusual characteristic of publishing that a number of parties—the retailer, author, territorial agent—take their cuts by way of percentage. It has a curious consequence for pricing which may be easier to appreciate by considering not the pricing of a new book, but the repricing of an old one. Let us posit a book on which, after some years, the publisher feels he must look for an extra 50p in net receipt per copy sold. He will have to raise his retail price by more than £1 to be confident of getting it. The publisher may, of course, be called to account for his use of the extra 50p, but the other beneficiaries (who are even now howling with rage to see themselves so described) are not.

Now the Price Commission (and Mr Hattersley) know perfectly well that you cannot step a yard into this territory without coming up against the Net Book Agreement. The Net Book Agreement presents the Government with a dilemma. It was declared by the Restrictive Practices Court not to be against the public interest in 1962. But whereas—since trade practices and circumstances change—that judgment cannot be expected to stand for all time, the publishing industry cannot reasonably be put to the awful expense of defending the Agreement every decade or so. To establish that a fresh defence would not be an unreasonable thing to ask, an independent prima facie case is required. And who better to provide it than the Price Commission? It is the only explanation that would put some sense into a reference that otherwise looks unreservedly, if not absurdly, frivolous.

Spot the winners

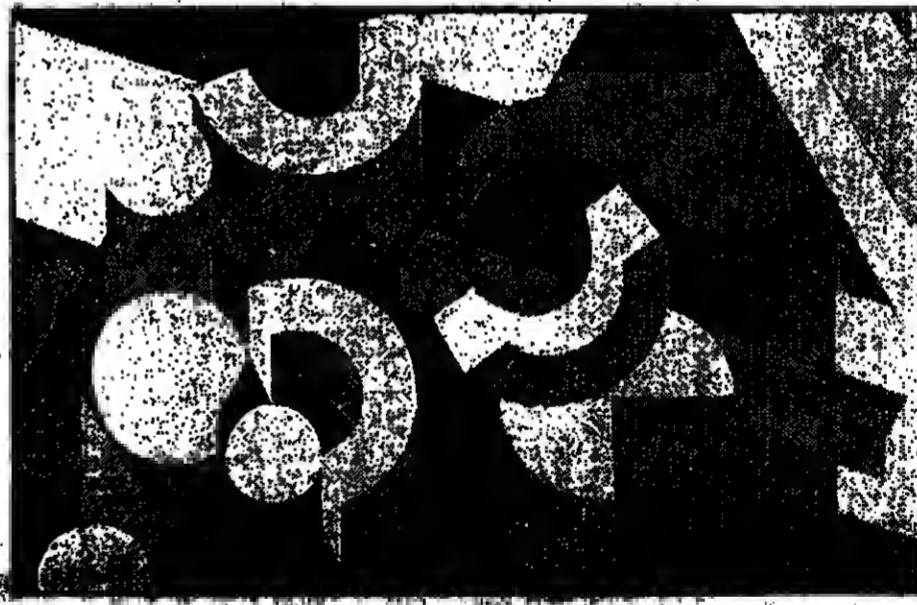
Michael Clarke visits two major art exhibitions

British Painting 1952-1977. Royal Academy. The Modern Spirit: American Painting 1908-1935. Hayward Gallery.

"The achievements in modern art are, on the surface of any rate, irreconcilable. The big mixed exhibition has been inappropriate for a long time past," wrote Andrew Borge in the introduction to the catalogue for British Painting 74 at the Hayward Gallery. "In spite of the warning, the Royal Academy has thrown traditional caution to the winds and only investing in a vast display of post-war British painting but throwing it together with the works of its own antecedents. It is not true," writes Frederick Gore in his introduction, "that there is modern art on the one hand and some other kind of traditional or academic art on the other and never the twain shall meet." If they have been introduced at the RA, they are far from embracing each other. All areas may be, as Gore says, equally of their time, but

That question is unexplored. Instead the exhibition commits itself in large part to the vulgar idea that paintings with similar subjects or superficially similar treatments are of the same kind and mistakenly believes that they will always gain from being shown side by side, as are David Hockney's "Le Parc des Sources" and John Womecote's "The Family" to the disadvantage of both. Gore still is a carelessly suggesting problem that permits the bookstall to intrude into the east gallery and cause something approaching confusion between reproduced paintings on book covers and the real works on the walls.

Perhaps the organizers hope that the majority of visitors will not notice these faults. Having climbed the grand staircase past the grand Pangloss there is yet a very good reason that they will be so overwhelmed by the display of bland abstraction under the dome and beyond that they will inevitably conclude that this is the real contribution to all and everything else is (nearly) peripheral; the constructivists' softly tucked away in the cut-down of the south gallery. It is there, however, that the alternative media appear, despite the catalogue's obser-



Focus, by Patrick Henry Bruce

tion that they were rejected because impractical; the alternative being "to regard as quite a different kind of exhibition in quite a different kind of way or fall into the trap of a small token representation", which is what has happened.

After that, it can only be perverse to remind us, as Gore does, of the splendid exhibition of British art in Milan last year. "Artis Inglesis 1960-76" whose aim was to show the whole range of what was on show, and then to cap it with "No Briton seeing it could feel so rejected and it is the greatest pity that no showing as attractive and persuasive has ever been seen here. Until that happens the British cannot know how good their art is." In comparison one could easily believe that the current exhibition at the RA, a jubilee celebration, had been selected and hung by the Queen herself. Several problems confronting the organ-

izers of the Hayward show were the same as those confronting the RA—roughly the same duration of time, the same tension between figurative and abstract, and a similar fear of losing national identity under the influence of a foreign avant-garde—yet there is neither want of focus nor want of national pride in the American exhibition. It is clearly divided into ten manageable sections (one consisting of photographs), and relationships between these are left to the visitor to discover unless he cares to be guided by the well-documented catalogue. As organizer and guide, Milton W. Brown is to be congratulated. It is not his fault if the period chosen ends not in the flowering of an innovative American painting out the Depression.

For most of us the Army Show of 1915 stands as the explosive arrival of Americans into modern art. Hard on the heels of the previous year's Sonderbund exhibition in

Cologne and the Second Post-Impressionist Exhibition in London, the Army took as its slogan "The New Spirit" and intended to show the best examples procurable of contemporary art, European and American.

In New York, Duchamp's "Nude Descending a Staircase" was the centre of vituperation and derision but in Chicago efforts of Matisse and Braque were burned. Nevertheless it was a triumph not only for modernism but for the modern American art associated with Steiglitz's "291" gallery and the eclipse of the First World War. Only later in the twenties and thirties did this persistent interest in representing the American scene regain a dominant position and by then it was possible to bring even Stuart Davis or Georgia O'Keeffe's work into the fold as well as the group of fine-art obtained photographers de show hers. Several pictures and photographs show not only the same subject but the same compositions, and there is ample evidence of mutual influence.

The development which permitted this took the form of a precise rendering of the American urban and rural scene but one which was very much influenced by abstract art. Although this Precisionist group undoubtedly possesses considerable stylistic coherence it does not strike me as being quite so original as Milton Brown believes it to be. A great deal of the obsession with machinery and the machine-made along with a modified, even simplified, Cubist abstraction is common to the aesthetics of European artists in the twenties, and, in many ways, is both less interesting and innovative. Duchamp's early remark that "The only work of art America has given are her plumb and her bridges" was not entirely frivolous.

The struggle to master the complexities and diversities of European art continued for several years after 1935. In the Hayward exhibition admirable though it is, there is little of that diversity and even less of the complexity. Only when European themes are amplified to New York during the Second World War did real innovation take place. You can play spot the winners if you like, but until the forties American painting was dependent upon continental models just as much as British painting was. Soon after that, British painting on the evidence at the RA, apparently became dependent on American models. Ready enough to go in search, yet again, of "The Modern Spirit".

مكتبة الأصل

18 Books

Light on a dark art

Harry Judge reviews a new series on psychology and education

The Social Context of Teaching. By Gerald Corda.

among teachers in colleges and polytechnics in an attempt to discover what they saw as the most important areas of study for their students...

I doubt whether anybody (least of all, perhaps, their author) could read 1,000 pages of introduction to the theory and practice of educational psychology without placing at serious risk his sanity...

Oddly enough, and for reasons which are not clear, the least satisfactory from this point of view is the volume contributed by the general editor himself...

This enterprise deserves a warm welcome, even if it will now have missed the boom of teacher education in the sixties...

Although there is a good deal of material on the literature of classroom groups, much of it reads uncomfortably like a catalogue...

ship of children and the leadership of teachers. Small wonder if—in terms of this particular area of study—Gerald Corda concludes wryly that "it would be nice to record, as a psychologist, that teachers see explicit psychological theories as a basis for their planning of teaching methods..."

the division of labour is not made clear) are, in fact, practical educational psychologists, their contribution is, among the quieter, the least likely to be either acceptable or useful to teachers.

the books is that which narrowest focus, and to be a very good book on the psychology of education...

find most to interest them in the admirably precise and clear work of George Kelly and of the Rogers. The tone is, perhaps, almost too neutral and the naive could be given little cause of the neither for the teacher nor for the citizen...

Although the style ("now, children of R. J. Riding's book may material and sense lying just behind it. Some of the more general explanations—for example, that an Chomsky—do not achieve the clear outlines of at least some of the other contributions...

There are great difficulties in bringing to bear upon the business of teaching, the conclusions of a "science" which is still in its infancy...

On the boundary line

Gerald High on middle schools

The Social Significance of Middle Schools. By W. A. L. Blyth and R. Derricott.

Books about the English middle school, as opposed to those about the "middle years of schooling" are still rare.

This particular book probably short circuits these limitations because its message will be of interest to a variety of educationalists and academics as well as to those directly involved with the schools themselves.

The authors, a professor of education and a lecturer, both at the School of Education of Liverpool University, spend most of the book telling the middle school story...

The Annual Register: A Record of World Events 1976 (Longman: £1.00, paperback £0.50).

middle school as a product of conflict. In the final chapter they develop this idea by means of a fascinating metaphor, derived from topology, about intellectual and residential institutions.

There are still lots of unanswered questions. From my own experience, I know that there is a lot more to be said about the special nature of pupil relationships in the middle school.

The Starting Year Book 1977/1978, edited by Tom Fectori (Macmillan: £8.95, paperback £3.95).

Tuning in

Alan Tuckett

The use of radio in education. By Richard C. Duffin (Education: £1.50, paperback £0.75).

If radio can be used as a tool in a literacy programme, the case remains to be made that it is the purpose of this book to make it.

The function of the fieldworker in education is to go to the students for the broadcast, to listen with them, and to find the points of the program with pertinent exercises and words.

It is all too easy for radio to be used as a mere substitute for the written word, and for the idea that those who are in the "basic" skills can be separated from other "higher" skills.

19 Books/Literature

Their finest hour?

Derck Stanford

Under Siege: Literary Life in London 1939-45. By Robert Hewison. Yale: £6.00, £2.97.

English literature during the Second World War can be divided into two streams: that produced by authors who were already distinguished, and that by writers who became known only during the years of struggle.

Then, of course, there are those half-amphibious cases like Cyril Connolly whose *Enemies of Promise* had been published during the Munich crisis but whose magazine *Torizon* was the direct answer to the challenge of an embattled situation...

dicament of the Marxist literary emigrant from the double defeat of Fraenck's victory in the Civil War and the Soviet pact with Germany.

Mr Hewison does not limit himself to literature alone. He writes about such painters as Robert Colquhoun, Robert MacBryde, John Cranston, Henry Moore, Paul Nash, John Piper and Graham Sutherland.

Byromania

Hugh Brogan

Between Two Worlds: Byron's Letters and Journals. Volume 7, 1820. Edited by Leslie A. Marchand, John Murray £6.50, 7.95, 8.75.

Nothing could be more apt than the title given to the latest volume of Byron's letters. In 1820 he was living at Ravenna, pursuing two different careers: Italian and English.

Mr Brogan does not limit himself to literature alone. He writes about such painters as Robert Colquhoun, Robert MacBryde, John Cranston, Henry Moore, Paul Nash, John Piper and Graham Sutherland.

HEINEMANN EDUCATIONAL BOOKS

Language Across the Curriculum. Michael Merland, with specialist contributions by Nancy Martin, W. A. Gatherer, Douglas Barnes, Kath Gardner, Colin Harrison, Inna Robertson and Ann Dubs.

Learning Through Drama. Lynn McGrager, Maggie Tate and Ken Robinson. The authors set out to clarify aims and concepts in drama teaching, and they present their findings and offer suggestions for practical work.

Richard II. Edited by J. H. Walter. Like earlier volumes in *The Player's Shakespeare Series*, this edition has the text of the play on the right hand pages only.

The New Windmill Series. The Old Man and the Sea. Ernest Hemingway 75p. Voyages to Valhalla. Robert Swindells 75p. Danny, The Champion of the World. Roald Dahl 85p. Last Stand at Goodby Gulch. Rex Benedict 85p.

Le Solitaire. Ionasco, Edited by H. F. Brookes and C. E. Frankal. Ionasco's brilliant first novel, published in 1973.

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History Broadshets. The Second World War. John Rey £1.80. Changing Life in Scotland 1780-1820 £1.80. Michael Moos and Andrew Forester £1.80. The French Revolution. Graham Beeman £1.80.

Case Studies in Economic Analysis. Published on behalf of Economics Association. Case Studies in Macroeconomics. G. Kennedy, J. Hough, P. Haunder, C. Milner, M. Parr, J. R. Presley and M. Tigha. Teacher's Guide £2.25. Student's Book £1.30.

Britain, The EEC and The Developing World. Matthew McQueen. This book looks at how Britain and the EEC aid the poor developing countries to advance economically.

Statistics for Economics. Brinley Davies and J. M. Foad. A concise guide for students on the application and interpretation of statistics and statistical techniques in economics.

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Philosophy and Practical Education. JOHN WILSON. University of Oxford. John Dewey Reconsidered. EDITED BY R. S. PETERS. Professor of Philosophy of Education, University of London Institute of Education. Pros and Cons. MICHAEL JACOBSON. A Debater's Handbook 16th Edition. Routledge & Regan Paul. 39 Great Street, London WC1.

On the boundary line. Gerald High on middle schools. The Social Significance of Middle Schools. By W. A. L. Blyth and R. Derricott. Batsford £6.95, 7.134 0487 6, £3.75 7134 0488 4. Tuning in. Alan Tuckett. The use of radio in education. By Richard C. Duffin. Education £1.50, paperback £0.75. Young Readers Library. UP-DATED * REVISED * METRICATED FOR A NEW GENERATION. Specifications: Size 20cm x 21cm, 128 pages with more than 100 illustrations, over three quarters of which are in full colour. £2.95 Each Volume.

Among this week's contributors. Hugh Brogan lectures in the department of history, Essex University. Derck Stanford is the author of Inside the Forties. Snook / and To the Camps Perilous Devil Self is the author of Tell, a practical guide to oral work in the secondary school. Derck Stanford is the author of Inside the Forties. Tragic heroes. Aspects of Othello. Aspects of Macbeth. Edited by Kenneth Muir and Phillip Edwards. Cambridge University Press £6.50 and £2.95 each. YOUNG READERS LIBRARY. UP-DATED * REVISED * METRICATED FOR A NEW GENERATION. Specifications: Size 20cm x 21cm, 128 pages with more than 100 illustrations, over three quarters of which are in full colour. £2.95 Each Volume.



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20 Books/Children's literature/Women's literature/Paperbacks

Children's literature Growing up Naomi Mitchison

Elvis and His Secret. By Muriel Garber... Under Gollath. By Peter Carter... The Singers of the Field. By Alton Spate...

These books are all about the process of growing up and fitting into the world of older people...

I can guess that a fairly unimaginative school child might decide that Elvis was written for boys...

Paperbacks

For the laywoman A. J. Baird

Women's Rights. By Anne Coote and Tess Gill... From Woman to Woman. By Lucienne Lanson...

The fact that within three years of publication Anne Coote and Tess Gill's guide to 'Women's Rights' has been republished at double its price...

But legislation for the sake of showing is not as useful as money spent for the sake of results...

any way detrimental to the... If those that wish to be... are enabled to do so...

not primarily a manual... practical guide to the... those who wish to...

On the same principle... I am doing an equally... describing in simple...

Correct English A. J. Baird

First Certificate Skills. By Copper... English 903. Book 1. By Peter... Your Tenses Right. By Ronald...

The representation of intonation is realized by imposing contour lines on short sequences of words...

Reading the signs John Greenwood

Know your English. Know the British Blue, Yellow and the Red levels. By Geoffrey Broughton...

Each book is divided into units—unfortunate term, since there is little unity either between the units or within them...

erant and local authority notices and adverts. As the title indicates, Pearce's book is restricted to exploiting the multitude of notices and signs in the streets...

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Skilled

Donald Hawes
Modern English (Second edition) Volume two. By William E. Rutherford. Harcourt Brace Jovanovich £3.95. 15 561066 X.

Modern Language Testing (second edition). By Rebecca M. Valletta. Harcourt Brace Jovanovich £4.95. 15 561926 8.

William E. Rutherford's Modern English is a considerably revised second edition of a work that was first published in 1967. The aim of volume two is to enable EFL students who have already acquired fundamental skills in using the language to extend those skills to English of greater complexity and sophistication.

Each unit begins with a brief, lively dialogue, followed by oral exercises (including dialogues, improvisation and imitation) and information about grammatical and structural points demonstrated in the dialogue.

English experience

Josie Levine
English or a second language in multiracial schools: a bibliography. Selected by Hester H. Wainwright and M. Fresor. National Book League 85p. 85353 263 X.

CSE Pilot Study: English as a Second Language. Notes for the guidance of teachers, 1977. North West Regional Examination Board.

Two booklets with the same title, both small, but both important in the developing discussion of learning and teaching English as a second language in this country.

The examination concerned only a limited range of English, and while it could be a reasonable teaching of the very narrow area, it is prevent any creditable ever gaining any creditable other CSE examinations.

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Computers

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General Editor: R. Lewis
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Illustrating BASIC

(a simple programming language) DONALD ALCOCK. To make a computer do a calculation you must first describe every step of that calculation in a language the computer can understand. This description is called a program.

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24 Resources/Computers

SMP Computing in Mathematics SMP COMPACT

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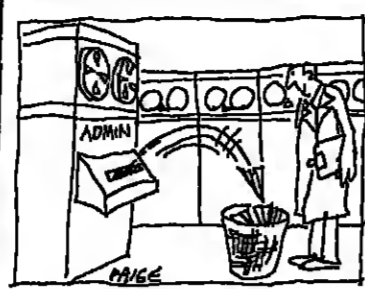
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Computers and administration

Trimming the chores

by D. M. Esterson

People who get involved with computers start by believing that they can be used for everything except, perhaps, direct involvement in the reproduction of the human race. They then begin to suspect that they cannot be used successfully for anything except the destruction of human relationships. If they survive, they finish with a wholesome understanding of the enormous effort required of people if computers are to be made to do anything useful.

Thus it was that, when teachers first realized the potential of the widespread availability and use of computers, they not only (and quite correctly) started to teach their pupils about computers and how to use them, they also set about putting computers to work in schools' administration.

About six years ago a head of department in a certain Inner London comprehensive persuaded his head to agree to the installation of a computer terminal at the school. "This year," he said to the head, "I will spend a week or ten days on the terminal and do the timetable. This will be a tremendous advantage, for by then we will know exactly what the staffing situation is." Since that time the word "computer" has had a lower status at the school in question than certain overworked monosyllables of Anglo-Saxon origin.

Over the past decade considerable resources have been devoted to producing computer programmes capable of resolving school timetables. There are extensive commercial or semi-commercial systems. These are NORDATA, of Scandinavian origin, SPL from New Zealand and backed by the National Computing Centre, and Oxford System Associates, now, and largely untried package of interactive programmes.

While ILEA has not felt able to advance beyond the experimental stage, involving groups of about five schools with each system, some small authorities have successfully adopted the SPL system. Apart from suitable computer programmes, the necessary conditions for a viable timetabling system appear to be:

- A rigorous training course for teachers.
- Well designed input forms and adequate data preparation facilities.
- Priority at critical times in the use of a large computer yielding rapid turn-round of results, or the pinpointing of errors or inconsistencies in the data.
- Even given these conditions the last 2 or 3 per cent of the timetable usually has to be finished by hand. It is noteworthy that most of those involved in the experiments remain enthusiastic in the face of daunting

reverses, like, as happened in one case, the loss of all the original data. There is general agreement that the discipline of preparing the data for the computer improves the accuracy of the timetables, but the computer seems to produce "bizarre quality" timetables, and that from the second year on, this is saved in the preparation of the timetable.

However, some of the greatest benefits are sometimes found in using the computer to print timetabling information selectively, and a number of programmes have been developed to process manually produced timetables to give individual timetables for pupils and teachers, room schedules and resource allocation.

Authorities with up to about 20 or 25 schools seem able to provide the environment necessary for success; they can without too much difficulty bring all the timetable-makers together at the town hall at regular intervals and ensure the necessary priority on the computer. Beyond this size the logistics of the operation make it self-defeating and it seems that unless an interactive system, such as Oxford Associates, prove successful it will be much more difficult for large authorities to give non-timetabling schools timetable service. (An interactive programme is one in which a user communicates personally with the computer using a terminal.)

Of course the population any authority can fully support is quite small. The main direction of the curriculum, and we may even decide that teachers know better than children what they ought to be studying and reduce the number of optional subjects available. Then the production of timetables would be a relatively simple matter.

The reorganisation of fourth year options has attracted considerable attention and a number of teachers have written programmes to solve the problems involved. These do not make large demands on computing facilities and could be made more widely available. A recent national Computing Centre survey indicated that of the 75 local authorities which responded, eight have programmes to deal with options. My own authority has developed programmes to carry out curriculum analysis to assist in the allocation of teachers and staff for those who are away, and there should shortly be available on the ILEA schools service computer.

Five local authorities are known to be interested in using a computer for curriculum analysis. It is only in the city of Birmingham that the computer is used to rationalise the distribution of sixth-form courses between a number of schools. Eight authorities produce the ubiquitous form 7 on their computers.

A teacher at one large South London comprehensive has a computer records on children at the school. These consist of estimates of the literacy and numeracy of each child on entry to the school, special health problems and have to contact a parent or guardian in an emergency. The information is

Continued from previous page (Nancy Norman Ferguson (Falkirk), and Ian Miller (Paisley), have used MATLAB with students in four main ways: (i) as a powerful calculating aid, (ii) as a means of extending the range of problems available to students, (iii) as a means of illustrating mathematical theory through numerical computations, and (iv) as an aid to project work.

The MATLAB Philosophy. The uses described above are all valuable and in addition MATLAB may be used as a very easy introduction to the use of computers. It has been estimated that for a course 10 per cent of the time spent on introducing topics and revising earlier work, 10 per cent of establishing first principles of the techniques of manipulation required by the new work, and only 20 per cent on applying the mathematics to the main discipline topics.

carefully coded to be authorized access to it. At another school, the OVAL automated system has been produced. Parents thought the computer was the teachers, but the teachers thought the computer was the parents. Research had shown that on errors, rote learning, vocabulary and so on, the opposite comments were made. The programme could well be well up to full-term, but been seen to do so.

A programme has been at one school in Outer London which was originally designed with an aim to deal with communication while at another in Central London a system for the marking and analysis of multiple choice questions constructed. A teacher at our North London school ten a programme to the school users the computer savings bank records.

Unfortunately, we are obliged to curtail the programmes as our school computer has had insufficient capacity. However, a new computer with larger disk stores will be as it is hoped to put a larger program on the school's computer bank records.

Local authority computers, widely used for a variety of purposes, with education—payroll, planning, employee assistance, personal (teacher) records, and so on. There is also an interest, though little is being done, in using computers for exam and accuracy matching. It has been said that computers have a significant impact on the life of schools.

It is clear that computers can be used as an aid to administration, and so many tasks, not many which teachers up and country have necessarily taken.

There is as yet no available computing in many schools to deal with computers in their own right. My own authority seems to be in this situation. It is in the process of making a computer power available by the end of every school is likely to be a new computer.

The also in the main (in the context of the technology is a clear indication of things you going. The required is some organization of the equipment. One does not suggest that the nation will succeed in doing so. J. M. Esterson is ILEA for Computer Education, British Computer Society, express one of his views has not been taken to represent his.

Not only is the techniques, large students it does not accept. But, if MATLAB can be used to extend the techniques available to students, it is a most important development in the area of the main discipline topics. There is a strong trend towards puminate public concern, and yet the Prime Minister that of the about the mathematics education of students from a wide range of schools are being teachers will be faced with the problem of dealing with the range of ability and light of experience. It is unlikely that the approach to service and teaching will prove to be this. MATLAB will provide an alternative approach.

Donald Lamb, who has been Director of the MATLAB since its inception, is Director of Science, Napier College, Edinburgh.

25 Resources/Computers



Computers and geography

Packages and patterns

by Tim Allert

Computers, classrooms and A level geography would seem to be worlds apart, but a project undertaken to link the three is now coming to an end in Birmingham University, apparently with considerable success. Its director, Mr Roger Robinson, is planning to extend the project's life, and to seek a wider audience for the fruit of his—and his colleagues'—labours.

The project was sponsored by the National Development Programme in Computer Assisted Learning, which in turn is a project of the Council for Educational Technology. Roger Mica, deputy director of NDCAL, worked with Robinson for about a year on pre-

paratory work, trying to decide the direction the project should take. "We first of all thought of interactive work," says Roger Robinson, "of children sitting at a terminal putting in information and getting answers back. But we found that the facilities just weren't there. The time wasn't there. And in most schools the expertise wasn't there."

"We are looking for something which would have an immediate impact on teaching in schools. We considered setting up a control organization for batch processing, so that schools could send in their data which we would process on a computer and then send back. We found that difficult in terms of organization and finance."

"Finally, we decided to produce materials for use in the sixth form which would use the computer to organize and analyse data, but which would not demand from the teacher or from the student any expertise in computers or a computer. At the same time we decided to produce a computer package which schools could use if they had access to their own computers."

With this direction thus decided, the project started in January 1976, funded for £3,000 over two years. Roger Robinson, lecturer in education (geography) in the faculty of education of Birmingham University, was the director, and his colleague, David Bourdman, appointed deputy with a role of looking after the operation of the project.

Two new research fellows were appointed: Jim Fenner, then a grammar school geography teacher who would look after the educational aspects, and John D. Blackburn, a computer expert with a first in geography, who was to look after the computing side. The team selected 12 schools to help with the validation, and started work on their first project.

The team organized regular conferences of those teachers who had volunteered to help, and on several occasions brought in class-rooms of children so that the teachers could try out their material themselves. They have also been sending out free samples to teachers who have responded to a limited amount of advertising and for whom they have reached about 50 schools. They have tried to get local education authorities interested, but so far, says Roger Robinson, there has been little response.

According to their own evaluation studies, the project has had considerable success. The evaluation report concludes: "The reactions of sixth-form students themselves to the units were encouraging. They treated the work seriously and appeared to find it an interesting and enjoyable method of learning. They liked being involved in practical work, agreed that the method was better than just being given notes, and found the work within their capabilities."

The period of funding is due to end at the close of the year, and already John Fenner has returned to teaching. John D. Blackburn will go at the end of the year, though Roger Robinson hopes to get some extra money for part-time help over another five terms. He also hopes that the package for those schools wanting to use their own computers will be ready at the end of the year.

Written in 1977, the package is a programmed computer language, but one not used in many computers available in schools. Roger Robinson is now having talks with various publishers and hopes that the units will be published as 16-page booklets, costing about £1 each. "The problems are not big now," he says. "What we have to do is finalize the computer package and see the material tested and revised in schools."

"What used to happen" he says, "is that teachers used to lecture sixth-formers about, say, population data, provide the students with maps and graphs and perhaps have a list of questions and answer question on what they all meant, and then at the end of the lesson pass around some notes."

"What I hope the project will enable them to do is offer the students some data—perhaps on population density—so that they can work out the patterns for themselves."

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Computers and careers

Pens and prospects

by Sarah Segue

Careers guidance for most pupils is limited to help from a careers officer or teacher but for the pupils at Whitby County Comprehensive School, Eilemorsor Port, Cheshire, there is another adviser—a computer.

Here for nearly four years pupils have been able to consult the Interactive Careers Guidance System, the only computer programme of its kind in the country, about their career prospects. In the school's careers room a terminal, consisting of a visual display unit, keyboard and printer, is used to type the number and the system required on to the visual display unit.

Within seconds the pupil can see "your name is..." and underneath "continue (if this is correct)" or "re-examine (if this is incorrect)". Providing the name is correct the pupil will press the pen on "continue" and the full programme is brought into operation.

careers which has been compiled from reference books, interviews with young workers and questionnaires completed by careers officers throughout the country.

Jack Thomas, Whitby county careers coordinator, sees the computer as a valuable resource in career education. He has guided pupils in the use of it from the first experimental stages.

"The idea of it," he says, "is to try and let children see that careers information they have put in about themselves is related to particular requirements for particular sorts of jobs and careers, and if they are to take up a career, there are certain things which they have to have."

Pupils are encouraged to think about careers from the third year and are gradually introduced to the computer language so by the time they use it for the first time they are already familiar with the terminology. The computer can help them consider subject options, give them an indication of which careers will best suit their personalities, interests and qualifications, and also show them what particular careers demand.

It is also easy to operate with the time-consuming keyboard being as little as possible. Instead, a pen is pressed on the appropriate question the pupil wishes to ask or on the answer he wants to give.

As pupils register with the computer they are given their own individual code numbers for subsequent use. When entering a pupil link-up with the data bank the keyboard is used to type the number and the system required on to the visual display unit.

If it is the first time that the pupil has used the computer then Jack Thomas, or one of the other members of staff, will guide him through, explaining the questions and answers there are available. He begins with the pupil normally builds up a "base" profile of how he sees himself at present.

It includes providing information on physical characteristics; qualifications (those already obtained plus those which the pupil hopes to gain); a self-estimation of ability in areas such as reasoning and logic or vocabulary, in relation to other pupils; listing up to five school subjects which are liked; putting in order of merit 10 areas of work; and indicating the level of responsibility expected from the career.

The pupil can also take a more subjective look at what he expects from work by following Speedcop, the mnemonic for questions on surroundings, prospects, entry and training, affects, descriptions, conditions, organizations and people.

Although Speedcop aids for consistent decision-making, it is not essential in the first analysis of career prospects.

By comparing the 297 careers with the information that has been fed in by the pupil the computer is able to tell how many jobs would be suitable for that student. These can then be itemized with job code, title, references, additional information, and a library code.

often used in teaching and discussed with the pupils. It also gives the individual pupil the chance to see what opportunities would be available by pursuing different subjects.

Unless the pupil decides to wipe out the profile both of them are stored by the computer and can be altered in part or whole in subsequent sessions. A pupil can also get information from the computer on specific occupations, and compare them, without compiling a profile. At any stage in the programme a print out can be obtained of what is shown on the visual display unit.

Although the school has the computer, it is seen as an additional guide in the careers education programme and not as a substitute. So far it has only been used by a summer school children, but this year for the first time it will be used by the comprehensive intake.

Mr Peter Emery, the head, explained: "We can look forward to it being adjusted to the average end below average children. The resources which the data bank calls on are something which no human being could up to date this is an advantage which cannot be matched."

They feel also readers may be helped to recognize certain words and their technical side which appeal to many of the computer-averse. It is thought unlikely, at this stage, that the lower ability pupils will be able to operate the computer without supervision.

The computer has not been completely trouble free. It has been completely trouble free. It has been completely trouble free.

won is 17-year-old Jack. She wants to be a bank agent hours at the computer to pin-point exactly what she wants. She was asked to find the career information she wanted and she found it. She was asked to find the career information she wanted and she found it.

Jackie found that as she was given 53 careers, she was opposed to the idea of being a bank agent. She was given 53 careers, she was opposed to the idea of being a bank agent.

Philip Orris, 14 years old, youngest person to use the computer so far. He uses the computer to help him choose subject options for his first year.

All those I spoke to found the computer easy to operate. Some of the jobs and national pressures to improve needed to be explained.

One pupil who has had a running battle with the computer anti-



Schools, industry and the LEAs

Martin Lightfoot
Peggy Welman

than simply act as an advisory body for the careers service—as a kind of continuation of the old youth employment advisory committees.

It is clear from the responses that most of these committees are heavily biased towards careers advice, and that in many cases discussion of the curriculum is not encouraged, in particular the very low return for basic literacy and numeracy, in marked contrast to employers' concerns, emphasises the sensitivity of the subject and the relatively limited role which most authorities have assigned to such committees.

It is a clear implication of the current interest in liaison between industry and education that it throws into relief a number of issues relating to the future role of the careers service, and especially the degree to which it can be expected to take on an advisory role in relation to professional teachers. A general feature of the present situation appears to be a reluctance to confront this problem in any direct way, a desire, perhaps, to "see how things go".

In answer to the question "Where does the responsibility for advice to teachers on vocational elements in the curriculum rest?" most authorities named both the advisory service and the careers service (74 per cent), while 16 per cent named the advisory service alone, and only 10 per cent named the careers service alone.

Table 2 shows the percentage of cases where membership of the committee was mentioned. Table 3 shows the percentage of cases where the role of the committee was mentioned.

Table 2
Terms of reference of consultative committees: percentage of responses to subjects mentioned.

Basic literacy	32
Basic numeracy	32
Vocational guidance	81
Work Experience	95
Work Observation	73
Work Simulation	24
Link Courses	43
Vocational aspects of the curriculum	81
Teacher experience in industry	55
Industrial Society in the curriculum	34
Flexible/particulars terms of reference	17

Martin Lightfoot and Peggy Welman are respectively director and coordinator of the Schools Council Industry Project.

Responding to punk

Alan Dearing

When I work in West London is pretty typical of many of the outer urban areas. Lots of different races, very mixed quality housing, and a fair share of youngsters who are bunking off school, or win are facing extended periods on the dole.

While sitting in the office during the afternoons, trying to sort out the administrative backlog, both my colleagues and myself found ourselves receiving more and more "visitations" from young people who should have been at school, or who were out of work. What to do with and about them, became a cause for concern.

After phoning two of the schools involved, they agreed to allow (between them) five youngsters in their fourth and fifth forms to come down to the youth centre on three afternoons a week. In the case of four of these kids, they had been in the "secondary unit" which had just been closed. Luckily, the new deputy head was making a concerted effort to give them a timetable which suited their individual needs.



Martin Lightfoot and Peggy Welman are respectively director and coordinator of the Schools Council Industry Project.

dole, with nothing to do, escapism had no meaning. When wants their already depressed mind further stung by a full-on-hour mood swing, the risk of aggressive dancing, "moping", involving jumping high into the air, feet together and normally landing into, or onto, your immediate neighbour.

Derek has done about 90 per cent of the writing, and handled the distribution. Everyone joins in for the collating and stapling. The typing is partly done by a couple of the female members of the youth club.

Derek was originally in the sanctuary unit of a local secondary school. He did not get A levels, and in fact was expelled long before he could try for them. Since then he has suffered redundancy twice, and is a restless member of the dole queue. Whether it will lead to a job or not, the production of Sound of the Westway has provided him with a considerable outlet for his energy and talents.

Issue two, for instance, has an editorial on why there is no need for the current spots of Red v Paul violence. "Doesn't anyone realize that this disgusting war-mongering is mainly fictitious? In fact, I reckon that none of the trouble even existed until some cant of a journalist decided to invent a good story to flog their poxy rags... When the football season starts again, the press will turn their attention to Man United and Arsenal. Perhaps then everyone will realize that we should be fighting together—Rock On."

Elsewhere, Derek turns his hand to humour, and has a dig both at music press conventions and his own world of punk. His page "How to annoy Pop Stars" is a good example. The Mick Jones interview with Clash Guitarist. Me: You're in a band called the Hollywood Brats? Mick: No. Me: Yes you was. Mick: How do you know? Me: I saw you live at Chiswick Poly, you had long hair and a do. What's the new single going to be? Mick: Dunno. Me: Go on, tell us. Mick: I really don't know. Me: You're just like Robert Plant. Mick: Fuck off. Me: That's just what Robert Plant would say. Anyway, Mick Jones is nothing like Robert Plant. We need a company on good terms. He's a great bloke. OK, there are plenty of youngsters who cannot produce anything intelligently as powerful as Derek's effort. But they can, for the most part, find something which we can interest them with. Our main aim is to prove to the youngsters that we are not patronising them, but that we can help them to develop their interests.

The current issue of "Sound of the Westway" is available, 35p including postage, from Priority Youth Centre, Pottery Rd., Aston, London W3. Alan Dearing is Youth Work, Area Team Leader at the Centre.

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Computers and examinations

Options

by P. N. Davies

The Business and Technician Education Council recently established their first Joint Committee, BEC/TEC Computer Studies Committee. This fulfils a recommendation of the Hargrave Committee that BEC and TEC should jointly assume responsibility for technician and component courses in this field. The introduction of new technologies has always placed new demands on vocational education. The evolution of the electronic computer has, however, had a unique impact. Up to the present the United Kingdom Co-ordinating Committee for Examinations in Computer Studies has undertaken much work in bringing together the various interests, bodies responsible for existing courses.

The range of current awards includes those administered by the computer industry professional bodies, those administered by independent examining bodies such as City and Guilds or the Royal Society of Arts, and, in the case of the current HNC/D in Computer Studies those administered by the Institute of Mathematics and its Applications or by the DES. Computing elements also exist in courses currently administered by TEC, and there is in addition a wide range of short courses. It therefore appeared to the two committees that a separate and specific evaluation of the needs and requirements of computing was demanded. For this reason a Computer Studies Committee was established.

The new committee was charged with reviewing the provision of non-degree courses and programmes in computer studies in England, Wales, and Northern Ireland, and with making recommendations for change where necessary. Within the committee the new TEC the committee has responsibility for the production of courses in computer studies leading to the awards of the council, and for assisting in the development of optional units of modules. The new committee, which met for the first time on 25 May, is

chaired by Dr J. B. Cooper, former Director of the Post Office and now a member drawn from the education and commerce sectors. The committee will be the creation of a service, generally with the principal responsibility for all matters concerning the interface between education and industry—commerce. Not less than 15 members were specifically identified, but has already been made up of a majority of cases (54 per cent) of the colleges. The committee will be the creation of a service, generally with the principal responsibility for all matters concerning the interface between education and industry—commerce.

We asked for details of any framework within the I.e.s. for the discussion of matters of mutual interest, and for a breakdown of membership and terms of reference. Fifty-three said they had such a committee (69 per cent), while of the 24 (31 per cent) without, 6 had plans for establishing such a committee. Table 1 shows the percentage of cases in which membership of the committee was mentioned. Apart from the total absence of parents and the almost total absence of representatives from authority (only 2 per cent), the most notable feature was the surprisingly low involvement in the advisory service.

Table 2 may go some way towards accounting for this. What we were interested in was the participation of local authority staff, and especially education professionals at the local level were in a position to discuss curricular matters rather than to discuss the needs of individual students. The committee will be the creation of a service, generally with the principal responsibility for all matters concerning the interface between education and industry—commerce.

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A whole new maths game

André Brooks reports on *Infinity Factory*, an American TV programme that looks like repeating the success of *Sesame Street*

I got those negative number clues, I got less than nothing to lose.

Some folks think that zero is as low as you can go But I learnt (ho hard way) That it just ain't so.

'Cause those negative numbers Go right down the line Past zero forever Into infinity line.

Not quite BBC English. Not quite teach-me-from-the-blackboard mathematics. But in America, finger-snapping songs such as those from a fast-paced, action-packed new television mathematics programme called *Infinity Factory*, are capturing elementary school children. At home, as well as during school hours, they are enjoying a very different kind of mathematics lesson.

Reminiscent of *Sesame Street* in use of neighbourhood settings, catchy melodies and repetitive advertising techniques, *Infinity Factory* was created to demonstrate mathematics skills as people actually use them—at home, at work, at play, for hobbies and for solving almost any workaday problem. Essentially it puts the "why" into the learning of mathematics for an age-group increasingly demanding to be motivated into seeking their mathematics lessons.

"We're not concerned with new mathematics or old mathematics but with usable mathematics," explained Jesus Trevino, its blue-jointed executive producer. Admittedly, he himself has been a "mathophobe" or, as child, Mr Trevino recalls how maths seemed insufferably abstract, difficult to learn because it bore no relationship to anything he could envisage—a feeling shared in childhood by others connected with the programme. Their emphasis, therefore, is on overcoming this

phobia while teaching basic mathematics concepts (decimals, fractions, graphs, scaling, geometry, counting) to eight-to-11-year-olds.

Each programme has many different short segments, each with a definite mathematics learning goal. It uses whimsical stories, cartooning familiar sitcom episodes and recurring messages. A boy working behind the counter in an ice-cream bar lewisly oversteps on the coast—a lesson high in negative numbers and a creek lifestyle (as he laments in the above jingle) . . . two animated fleas riding on a dog's back devise a method for estimating how many hairs the dog has.

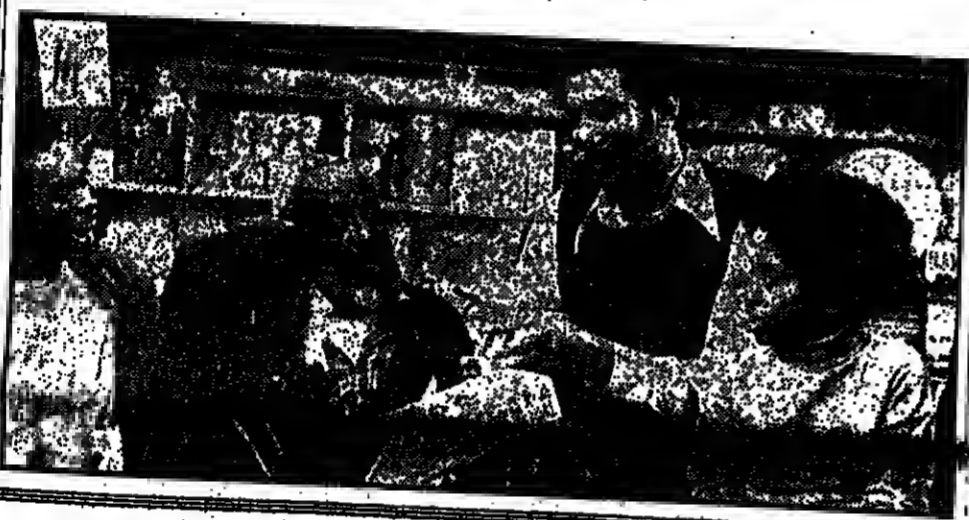
A girl uses a graph to show the school coach who can run fast enough to be on the boys' track team . . . a teacher working behind a counter continually gives the wrong change until shown a better method of quick counting . . . a youngster adds decimal fractions to calculate how many 1.5-volt batteries are needed for his 6-volt radio . . . a thrilling Olympic finish clearly demonstrates how workmen estimate the number of bricks needed to pave a walkway.

What does 10 per cent off the label price really mean? asks a young customer who is then provided with a lesson in percentages

. . . using multiplication, a boy avoids being cheated by a fast-talking salesman . . . children give evidence to support demands for some traffic lights by churning car accidents on a graph . . . a carpenter figures materials needed for a job, a surveyor or civil engineer employs geometry at work, a tailor calculates length measurements, a contractor estimates costs on a building site . . . and so on.

Many of these items, used over and over again, become as effective as any repetitive young minds to consider employing their newly-acquired techniques for problems faced in their own lives—a measure of the learning effectiveness of the programme.

Infinity Factory was conceived in 1974 by Jerrold Zacharias, emeritus professor of physics at the Massachusetts Institute of Technology and inventor of the atomic clock. He was concerned about the lack of a tangible quality to mathematics instruction and assembled a group of like-minded educators and TV professionals at the nearby Education Development Center, Newton, Mass. With a grant from the United States Office of Education, they created a series of 65 TV programmes for elementary-aged children aiming to change, he believed, harmful attitudes first crystallized.



After a trial run in Boston and in the spring of 1976, it was nationally broadcast on television. It was also shown on commercial channels during school hours. The series was widely praised by educational circles and also shown to the public. Teaching guides were distributed to schools outlining follow-up activities for these guides is expected to be incorporated into the regular school curriculum.

An initial evaluation of a trial closed-circuit viewing in schools in several American cities proved that viewers were on the right track. They were absorbing the lessons, gaining positive attitudes towards mathematics, and most inhibiting factor to all mathematics, which were not readily understood, was the young audience's lack of ability and underprivileged children (the series was primarily funded) greeted. The value and interests as children were found to be too gross row its appeal. Moreover, better new vocabulary could be learnt in the mathematics.

Since poorer children were the target, family episodes in the take place in their neighbourhoods—down corner store in a low-income area of New York City, a local bar in Los Angeles, a multi-ethnic street in Toronto, and an inner city playground. Children were found not only to score lower on mathematics tests than those as sophisticated mystery than more affluent neighbours. Special was therefore placed upon showing the value of mathematics in the competence in various trades and in their everyday concerns.

Tremendous effort was also given to bring better understanding between cultures and stimulating more positive attitudes—self-respect, cooperation, and respect. The story of the series and individual episodes is available with as much emphasis upon the mathematics.

Trust, commitment, openness

by Graham Owens

The St Albans Project, Melbourne, funded by the Australian Federal Government, was set up in 1975 to provide greater opportunities for working class and migrant children in a priority area, and in particular, to examine ways of raising literacy levels in the six state primary schools and one high school.

Large numbers of children in Victoria leave school without being able to read adequately. Existing curricula are largely irrelevant. Teaching methods are hopelessly outdated. The quality of teacher education is abysmally low. The physical environment of many schools is bleak.

These problems are compounded in an area that contains 36 ethnic groups, has a transient principal and teacher population (20 per cent annual turnover of staff in some schools), inherits a tradition of social neglect, and is handicapped by being split between two councils.

The first task, in September 1975, was the in-service education of a core group of teachers. Here a major breakthrough was achieved. Nine teachers from six schools volunteered for the project and worked out the project—so which previously only lip-service had been paid—became a reality.

We talked and wrote about deep personal experiences, our aim being to strip out and discuss, alienation. To counter the prevailing attitude, we worked towards relationships based on trust, commitment and openness. We then worked on educational and devised educational structures in the schools to put into effect these principles.

In three months a high degree of collaboration was established. By and large, the core group of teachers stuck together, provided support and gave strength to the project. Since then, in-service education of all project staff (four per school) and four central team) has been continuous and based on the job with weekly sessions to exchange ideas and take joint decisions on changing ideas.

The next six months were spent back in school setting up units of 70 children (some aged 10, some 12-year-olds, 180

children in the high school), each designed to tackle literacy in a total and humane context, each rooted in an authority structure radically different from the authoritarian model current in Victoria. Considerable advances have been made in devising more relevant curricula and teaching methods. There is more literacy than teaching children to read—particularly if materials are limited to so-called "readers"; if children are made to consider themselves socially and intellectually inferior; and if "deficit", "disadvantage" and "disability" theories are adopted.

As part of a sociological study, I have identified a number of factors which inhibit children's learning. Chief among these is linguistic insecurity—a factor partly created by, and certainly reinforced by, the authority structure of school, in the playground many children will hug the walls of the building rather than risk exposure in the open spaces. On visits, the farther from home they go, the more uneasy some become.

Many are afraid of heights, of climbing trees, of crossing a bridge. Ten-year-olds will cling to your hand and the banister to the museum. They find it hard to jump from stone to stone across a shallow stream. They work the going to the top of the building. They are afraid to ask questions, or admit they do not understand. Consequently, their learning is hampered.

Sometimes they drew themselves without arms or facial features. Two-year-olds paint themselves as stick figures, or draw themselves hunched up in the corner of the page. Some have not the confidence to draw themselves at all: "I can't draw, I can't draw." One boy would not at first look at himself in the mirror or on videotape. Many of the children do not value their own worth. They do not believe in themselves.

To help children to develop confidence in their bodies, movement and creative drama—infancy anywhere in Australia—our essential confidence in thought and speech, which is linked to their ability to read.

There are many reasons why St Albans children need so many opportunities to speak

in schools. Their first language is generally not English; parents may be less competent in English than their children; both parents frequently work full-time and may not speak after by grandmother, who may be looked at all; the parents may not appreciate the importance of talk; and in certain cases elaborate speech patterns at home.

After two terms, the children in this unit have become more open in their speech and behaviour. They are more confident in art and drama, and social studies. They are more willing to take initiatives. They ask more and better questions. They employ an extended vocabulary and a wider range of language.

They explain more confidently to adults and other children what they are doing. They have more confidence in making directions and obtaining information. The structure of their oral language is becoming more complex. They use more imaginative language in their work on tape. The tapes are typed out by the child or, if the child cannot read, illustrated and bound into a book by the teacher.

This is then used as a "reader" for more children. The tapes are based on the children's own language. In this way drama-readers—in one unit, for example, were four or five years in school; in two terms this number was reduced to two.

Children need to project imaginatively into other people's situations. For this creative drama is vital. Recently a child went "gobble, gobble" to a Turkey. The boy who group took up the refrain. The boy was asked to run right away from it. He literally ran after six miles did teachers and police catch up with him.

Fundamental issues such as racial prejudice, even more important, the issues must be dramatised. These children were asked to improvise a play in which they had to deal with the incident from the Turkey's point of view. They then had to understand how much harm they had done.

Another dramatic follow-up activity was

the recreation of an analogous situation which each child experienced. The child left the room and, on his return, he was asked to describe what he had done and they would not go near him. The and the group then discussed how he could improve can come through drama.

Empathy can develop from direct experience. Children are now accustomed to making visits with parents and teachers—many visits, they have become more aware of other people.

A child, learning some sign language before he goes, visits a deaf and dumb child. On his return, another child checks about the "deafies", only to get the answer: "They're just like you and me, they can't hear."

They go to blind school. They make a lot of visits to a special school. They play with and learn—not for fossilised knowledge, but for living experience. These excursions have also helped children to mature. Because they are able to respond and come to believe in themselves.

We are beginning to reap the benefits of cross-age learning. With special younger children are helped by older children, who are helped by still younger children. This team teaching is being done by four central team members, and by other children. We have also begun to break down the barriers between primary and secondary schools.

Each child's progress is evaluated in terms of an individual profile—set by the teachers, but also beginning to be shared by children and parents.

We have only just begun to draw out the vast potential of the migrant community. In the units parents are no longer seen as third-rate citizens when they come to school. There is a great deal of exchange in seminars, at parent-teacher evenings, at large public meetings. For Victoria, in its nineteenth century straitjacket, are significant steps forward.

Graham Owens is professor of education at La Trobe University, Victoria, and director of the Melbourne St Albans Project.

A unique event in British Drama

THE TIMES SHAKESPEARE



The works of Shakespeare on tape cassette, featuring leading British actors

The simple inexpensive way to build your own collection of Shakespeare's treasury. Ideal for schools, drama clubs, etc.

Our greatest literary heritage is now available on tape cassette. The Actors' Co-operative organised by Authortapes are producing a series of Shakespeare's works on tape cassette, when they heard of the project, expressed their enthusiasm by lending their support. Each cassette, lasting approximately 60 minutes, will feature leading British actors and will include an introduction (prepared by Dr. Gareth Lloyd Evans and spoken by Leigh Crutchley) to set the plays in literary and historical context—plus a specially selected musical background. The directors are Frank Hauser and Charles Lefaux.

SPECIAL OPPORTUNITY

The first five cassettes (stereo/mono compatible) are now available to general distribution as a special concession to readers of this journal. Please use the coupon to order. The price is £4.95 per cassette, inc. postage, packing and VAT.

These are the first five tapes; others will be announced at regular intervals over succeeding months:

- TWELFTH NIGHT featuring Dorothy Tutin, Derek Godfrey, Diana Falck
- MACBETH featuring Stephen Murray, Barbara Jefford, Marius Goring
- JULIUS CAESAR featuring Stephen Murray, Barbara Jefford, William Squire, John Rye
- HENRY V featuring John Rye, William Squire, John Gabriel, Julie Hallam
- ROMEO AND JULIET featuring Barbara Jefford, John Rye, Stephen Murray, Haydn Jones

The text is based on the NEW PENGUIN SHAKESPEARE.

To: The Times Shakespeare, Terrest Ltd, P.O. Box 80, Slough, SL3 8BN. (Reg. in England 1231133)

Please send me The Times Shakespeare cassettes as marked here. I enclose my cheque/P.O. for £ (payable to Terrest Ltd).

TWELFTH NIGHT MACBETH JULIUS CAESAR
 HENRY V ROMEO AND JULIET

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 ADDRESS _____

(Note: Also available through the Educational Productions Ltd catalogue.)

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education	30
Primary Education	30
Headships	30
Deputy Headships Senior Masters/Mistresses	31
Heads of Department	32
Scale 2 Posts	32
Scale 1 Posts	33
Middle School Education	
Headships	33
Deputy Headships Senior Masters/Mistresses	33
Remedial Posts	33
Art and Design	33
Domestic Subjects	33
Geography	33
Humanities	33
Mathematics	34
Music	34
Physical Education	34
Science	34
Social Studies	34
Other than by Subjects	34
Secondary Education	
Headships	34
Deputy Headships Senior Masters/Mistresses	35
Remedial Posts	36
Art and Design	36
Careers	36
Classics	37
Commercial Subjects	37
Domestic Subjects	37
English	37
Geography	38
History	39
Mathematics	39
Modern Languages	40
Musical	41
Pastoral	42
Physical Education	43
Rural Studies	43
Science	43
Social Studies	43
Speech and Drama	47
Technical Studies	47
Other than by Subjects	50
Appointments in Scotland	52
Sixth Form and Tertiary Colleges	
Scale 1 Posts	52
Special Education	
Headships	52
Deputy Headships Senior Masters/Mistresses	52
Heads of Department	52
Scale 2 Posts	52
Scale 1 Posts	53
Independent Schools	
Headships	54
Deputy Headships Senior Masters/Mistresses	54
Art and Design	54
Classics	54
Commercial Subjects	54
Domestic Subjects	54
Economics	54
English	54
Geography	55
History	55
Mathematics	55
Modern Languages	55
Musical	55
Pastoral	55
Physical Education	55
Religious Education	55
Science	55
Speech and Drama	56
Other than by Subjects	56
Preparatory Schools	
Headships	56
Deputy Headships Senior Masters/Mistresses	56
Classics	56
Mathematics	56
Modern Languages	56
Musical	56
Science	56
Other than by Subjects	56
Colleges of Further Education	
Education	57
Colleges and Departments of Art	
Education	59
Polytechnics	59
Universities	60
Services Colleges	60
Colleges of Higher Education	60
Colleges of Education	61
Teacher's Centres	61
Adult Education	61
Community Homes and Associated Institutions	61
Assessment Centres	61
Youth and Community Service	61
Overseas Appointments	62
Administration	64
Local Education Authority	64
General	64
Child Care	66
Educational Psychologists	66
School Health Service	67
Examiners	67
Ancillary Services	67
Miscellaneous	67
Outdoor Education	68
English as a Foreign Language	68

Appointments wanted

Other classifications

Educational Courses	
Awards and Scholarships	
Personal Announcements	
Exhibitions	
Entertainments	
For Suits and Wares and Postal Shopping	
Holidays and Accommodation	
Home Exchange and Properties for Sale and Wanted	
Typing and Duplicating	

Teachers wishing to apply for a post in Scotland should send their Curriculum Vitae to the Council for Scotland (5 Royal Terrace, Edinburgh) for information about eligibility for posts.

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE

Applications are invited for the following:

HEADSHIP

Tenable from 6th April, 1978.
SPRING PARK INFANTS SCHOOL
Griddle Road, Croydon, CR0 8HQ
Salary: Head Teacher Group 5 on London Allowance of £227 and additional pay supplements of £312 (April 1978) and £189 (April 1977) are payable.
Reasonable removal expenses will be reimbursed (details on request).
Application forms and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Closing date 28th October, 1977.

Headteacher

required for January, 1978, or as soon thereafter as possible on the retirement of the present headteacher. Roll 155. Burnham Group 4. Salary £4,794-£5,418, plus Burnham Additions £312 and £189, plus £402 London Allowance. The school is pleasantly situated near the Thames Embankment in a thriving post-war community and enjoys a close relationship with the Parish Church. Applicants should be Communicant members of the Church of England.
Application forms (self addressed envelope please) available from the Headmaster at the school and returnable to the Chairman of the Managers, St. Gabriel's Vicarage, 30 Warwick Square, London SW1V 2AD, by 2 November.

headship

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following schools:
Barnford Primary School near Sheffield
97 children Group 3
Nightingale Junior School, Derby
488 children
Group 6 + SPS Allowance
Closing date 14 days after the appearance of the advertisement.
Application forms and particulars for the above posts (s.e.o., photocopy, please) from the Director of Education, County Offices, Maccles.

DERBYSHIRE County Council

HEADTEACHER OF NORTHBURY JUNIOR SCHOOL

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of Northbury Junior School, Northbury, Bedfordshire. The school has a roll of 120 children in 6 classes. The Headteacher will be responsible for the general management of the school and will be expected to take an active part in the educational development of the school. The successful candidate will be expected to take up duties on 1st November 1977. Salary range £6,184-£6,808 plus supplements and London addition £402 p.a. The vacancy lies due to the promotion within the Authority of the previous holder of the post, which offers admirable scope for a teacher of energy and initiative. It is hoped that the successful candidate will take up duties as from the Spring or Summer Term 1978. Further particulars and an application form available from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 28th October, 1977.

Barking LONDON BOROUGH

WILTSHIRE COUNTY COUNCIL
HINDLEY & MICHAEL
COUNCILLED SCHOOL
CROFTON, WILTSHIRE
Number on roll 69; Group 2.
HEAD TEACHER required for this Group 2 school from 1st November 1977. The school is to move into its new premises in September 1978. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

WILTSHIRE COUNTY COUNCIL
PRINCEWILLIAMS JUNIOR PRIMARY SCHOOL, SANDHURST, WILTSHIRE
Number on roll 112.
HEAD TEACHER required for this Group 3 school from 1st November 1977. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

WILTSHIRE COUNTY COUNCIL
PENNEY COUNTY JUNIOR SCHOOL, WINDSOR, WILTSHIRE
Number on roll 112.
HEAD TEACHER required for this Group 3 school from 1st November 1977. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

WILTSHIRE COUNTY COUNCIL
WINDSOR JUNIOR SCHOOL, WINDSOR, WILTSHIRE
Number on roll 112.
HEAD TEACHER required for this Group 3 school from 1st November 1977. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

WILTSHIRE COUNTY COUNCIL
WINDSOR JUNIOR SCHOOL, WINDSOR, WILTSHIRE
Number on roll 112.
HEAD TEACHER required for this Group 3 school from 1st November 1977. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

WILTSHIRE COUNTY COUNCIL
WINDSOR JUNIOR SCHOOL, WINDSOR, WILTSHIRE
Number on roll 112.
HEAD TEACHER required for this Group 3 school from 1st November 1977. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

EDUCATION DEPARTMENT Appointment of Headteacher

ROBLYN JUNIOR SCHOOL
North Gals, Minver Crescent, Apsley, Nottingham
Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the present Headteacher.
Number on roll: 305. Salary Group: B.
Vacant: Summer Term, 1978.
DANBWOOD JUNIOR SCHOOL
Ash Grove, Skegby, Bilton in Ashfield, Notts.
Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the present Headteacher.
Number on roll: 305. Salary Group: 5.
Vacant: 1st January, 1978.
Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7DF.
Closing date: 28th October, 1977.



Nottinghamshire County Council

Education Department Appointment of Headteacher

ALL HALLOWS C. OF E. (CONTROLLED) PRIMARY SCHOOL, Priory Road, Gaisling, Nottingham
Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the present Headteacher.
Number on roll 272. Salary Group 5.
Vacancy is to be filled as soon as possible.
Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7DF.
Closing date: October 28, 1977.



Nottinghamshire County Council

HEADSHIPS

Gaisling and Brentwood Area
BRISBANE COUNTY PRIMARY SCHOOL, PITSEA, GASILEON (240 places) Group 4
For this new school. The successful applicant will be required to take up duties at the beginning of the Summer Term, 1978.
Castle Point and Rochford Area
WINTER GARDENS COUNTY INFANTS SCHOOL, HILTON ROAD, CANVEY ISLAND (240 places) Group 4
For this new open-plan school. The successful applicant will be required to take up duties at the beginning of the Summer Term 1978.
Southend Area
PORTERS ORANGE COUNTY INFANTS SCHOOL, SOUTHCHURCH AVENUE, SOUTHEND-ON-SEA (Roll 181) Group 3
For this infants school with effect from the beginning of the Summer Term 1978.
BARONS COURT COUNTY INFANTS SCHOOL, AVENUE ROAD, WESTCLIFF-ON-SEA (Roll 108) Group 2
For this infants school with effect from the beginning of the Summer Term 1978.
Previous applicants need not re-apply as their applications will receive consideration.
Closing date for all these posts: November 4, 1977.
Application forms and further details of these posts may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.



Essex County Council

Nursery Education

BEDFORDSHIRE EDUCATION SERVICE
NORTHERN AREA
WILKINGTON V.A. LOWER BRIDGE, WILKINGTON, NORTHERN, Bedfordshire.
Nursery Teacher for 1978.
Application forms and further details available from the Headmaster, Wilkington V.A. Lower Bridge, Wilkington, Northern, Bedfordshire. Closing date: 28th October, 1977.

Primary Education

ESSEX COUNTY COUNCIL
ST. PATRICK'S C. OF E. SCHOOL
11000 Hill Lane, Harlow, Essex.
Nursery
Specially qualified and experienced teachers are invited to apply for the post of Nursery Teacher for the above school. The successful candidate will be expected to take up duties on 1st November 1977. Further details and application forms available from the Chief Education Officer, County Offices, Chelmsford, Essex. Closing date: 28th October, 1977.

Headships

SARNET
London Borough of
O'DONNELL J.M.F. SCHOOL
Woodfield Avenue, Colindale, N.W.9 6PL
Headship
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of the above school. The successful candidate will be expected to take up duties on 1st November 1977. Further details and application forms available from the Chief Education Officer, County Offices, Chelmsford, Essex. Closing date: 28th October, 1977.

Headships

KENT COUNTY COUNCIL
SOUTH-OAST DIVISION
MIDDWAY DIVISION
BISHOPSTON KNIGHTS COUNTY JUNIOR INFANTS SCHOOL
Cable Street, Dover, Kent.
Headship
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of the above school. The successful candidate will be expected to take up duties on 1st November 1977. Further details and application forms available from the Chief Education Officer, County Offices, Chelmsford, Essex. Closing date: 28th October, 1977.

Headships

WILTSHIRE COUNTY COUNCIL
WINDSOR JUNIOR SCHOOL
Number on roll 112.
HEAD TEACHER required for this Group 3 school from 1st November 1977. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

Headships

WILTSHIRE COUNTY COUNCIL
WINDSOR JUNIOR SCHOOL
Number on roll 112.
HEAD TEACHER required for this Group 3 school from 1st November 1977. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

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Number on roll 112.
HEAD TEACHER required for this Group 3 school from 1st November 1977. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

Headships

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Number on roll 112.
HEAD TEACHER required for this Group 3 school from 1st November 1977. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

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Headships

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WINDSOR JUNIOR SCHOOL
Number on roll 112.
HEAD TEACHER required for this Group 3 school from 1st November 1977. Further details and application forms available from the Chief Education Officer, Town Hall, Barking, Essex, closing date: October 28, 1977.

HUMBERSIDE COUNTY COUNCIL

Education Department
Required for Easter
HEADS
for
MESSINGHAM COUNTY PRIMARY SCHOOL
Messingham, Scunthorpe
Group 6 : N.O.R. 300 : Age Range 5-11
RAWCLIFFE IN SNAITH BRIDGE PRIMARY SCHOOL
Rawcliffe Bridge, Goole
Group 3 : N.O.R. 124 : Age Range 5-11
SOUTH FERRIBY COUNTY PRIMARY SCHOOL
South Ferriby, Barton on Humber
Group 2 : N.O.R. 88 : Age Range 5-11
Application forms and further particulars may be obtained from the Director of Education (H.C. Schools), County Hall, Beverley (Tel. 0482 887131; Ext. 418), to whom completed forms should be returned not later than the 31st October, 1977.

ilea
London Education Authority
For teaching posts in Inner London
See page 49



The charge for advertising in all classifications is 75p per line (minimum 3 lines).
Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £82.65).
A charge of 60p is made for Box Number facilities.
Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.
Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.
The Advertisement Manager, The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8BZ, by Monday for the following Friday's issue.

مكتبة الأصل

PRIMARY Deputy Headships continued

EVERPOOL Application for Deputy Headship... Our Deputy Headship...

SALFORD (City of) Education Department... Primary School...

SOMERSET NORTH BRISTON V.A. PRIMARY School... Deputy Headship...

SOUTH TYNSIDE Education Department... Primary School...

WEST SUSSEX NORTH EASTERN AREA... Deputy Headship...

HERTFORDSHIRE COUNTY COUNCIL... Deputy Headship...

CAMBRIDGESHIRE CAMBRIDGE AND THE PHOENIX JUNIOR SCHOOL... Deputy Headship...

HERTFORDSHIRE COUNTY COUNCIL... Deputy Headship...

HARINGEY HARINGEY JUNIOR SCHOOL... Deputy Headship...

HERTFORDSHIRE COUNTY COUNCIL... Deputy Headship...

HILLINGDON HILLINGDON JUNIOR SCHOOL... Deputy Headship...

HERTFORDSHIRE COUNTY COUNCIL... Deputy Headship...

NOTTINGHAMSHIRE COUNTY COUNCIL... Deputy Headship...

NOTTINGHAMSHIRE COUNTY COUNCIL... Deputy Headship...

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NOTTINGHAMSHIRE COUNTY COUNCIL... Deputy Headship...

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NOTTINGHAMSHIRE COUNTY COUNCIL... Deputy Headship...

HAMPSHIRE

ASHLEY COURT PRIMARY SCHOOL... Scale 2. Environmental Studies Consultant...

ASHLEY COURT PRIMARY SCHOOL... Scale 2. Mathematics Consultant...

NETLEY ABBEY COURT JUNIOR SCHOOL... Scale 2. Music Consultant...

SOUTH FARNBOROUGH JUNIOR SCHOOL... Scale 2. Music...

CHINEHAM PARK JUNIOR School... Scale 2. Maths/Science Coordinator...

ST. PETER'S R.C. PRIMARY SCHOOL... Scale 2. Junior Teacher...

SUCKINGHAMSHIRE... Scale 2. Reading/Language Consultant...

SHOLING FIRST SCHOOL... Scale 2. Coordination of Reading and Library...

TOWER HILL COUNTY PRIMARY SCHOOL... Scale 3. Experienced Teacher...

WORKING JUNIOR SCHOOL... Scale 3. Coordinator for Learning Resources...

Other Posts on Scale 2 and above

AVON COUNTY... Other Posts on Scale 2 and above

DEVON... Other Posts on Scale 2 and above

DEVON... Other Posts on Scale 2 and above

DEVON... Other Posts on Scale 2 and above

DEVON... Other Posts on Scale 2 and above

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WOLVERHAMPTON... Other Posts on Scale 2 and above

Borough Unattached Staff Primary Teachers Barking LONDON BOROUGH

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MIPPLES continued

Mathematics

Scale 1 Posts

WILTSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Mathematics Scale 1 Posts... Applications for the post of Mathematics Scale 1 Post should be sent to the Headmaster...

Music

Other Posts on Scale 2 and above

HERTFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Other Posts on Scale 2 and above... Applications for the post of Music Scale 2 Post should be sent to the Headmaster...

Physical Education

Other Posts on Scale 2 and above

EAST SUSSEX COUNTY COUNCIL EDUCATION DEPARTMENT... Physical Education... Other Posts on Scale 2 and above... Applications for the post of Physical Education Scale 2 Post should be sent to the Headmaster...

Scale 1 Posts

HERTFORDSHIRE

HERTFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Scale 1 Posts... Applications for the post of Physical Education Scale 1 Post should be sent to the Headmaster...

WEST SUSSEX

WEST SUSSEX COUNTY COUNCIL EDUCATION DEPARTMENT... WEST SUSSEX... Applications for the post of Physical Education Scale 1 Post should be sent to the Headmaster...

Science

Heads of Department

HERTFORDSHIRE

HERTFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Science... Heads of Department... Applications for the post of Science Head of Department should be sent to the Headmaster...

Social Studies

Heads of Department

MERTON

MERTON BOROUGH OF EDUCATION... Social Studies... Heads of Department... Applications for the post of Social Studies Head of Department should be sent to the Headmaster...

Other than by Subject Classification

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Other Posts on Scale 2 and above... Applications for the post of Social Studies Scale 2 Post should be sent to the Headmaster...

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Social Studies Scale 2 Post should be sent to the Headmaster...

Metropolitan Borough of Rochdale

Headteachers

(1) Baidenore Comprehensive Community School (readvertisement)

GROUP 12 Community Upper School for the 13 to 18 age range. There are at present 1,220 pupils and the school has established a successful roll in its community. A salary supplement of £458 is authorized for community responsibilities.

(2) Moorclose Senior High School

GROUP 10 County Senior High School for the 14 to 18 age range. There are at present 820 pupils on roll.

(3) Langley County Junior School

GROUP 5 Applications are invited from suitably qualified and experienced teachers for this post. School currently has 340 pupils on roll between the ages of 7 and 11 years. Social priority allowance payable.

(4) Lillaborough County Junior School

GROUP 6 Suitably qualified and experienced teacher required at the above school which currently has 370 pupils on roll between the ages of 7 and 11 years. The person appointed will have right of succession, the Headmistress of the Infant Department (Senior Group 4) on her retirement, when the two Departments will be combined.

Further particulars and application forms are available on receipt of a footstep stamped addressed envelope from the Chief Education Officer, Education Department, Municipal Offices, Manchester M2 4EA. Complete forms to be returned to the same address by November 4.

Education Department Appointment of Headteacher HARTLAND COMPREHENSIVE SCHOOL Spertin Hill, Workop, Notts. Applications are invited to apply for the appointment of Headteacher of the above school. The vacancy is created by the death of Mr. J. A. Bulley, O.B.E., M.A., the Headteacher. Number on roll: 1,422 (11-18) Salary Group: 12. Vacancy to be filled 1st January, 1978, or as soon as possible thereafter. Application forms and further details may be obtained by forwarding a stamped, addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP. Closing date: 28th October, 1977.

Nottinghamshire County Council

CAMBRIDGESHIRE COUNTY COUNCIL

Peterborough Area

Appointment of Warden

Arthur Mellows Villego College, Gifford, Peterborough (11-18). Group 11 plus community allowance of £1,127 per annum. Roll 1,175.

Applications are invited from well-qualified and suitably experienced candidates for the above mentioned post which becomes vacant at the end of the autumn term 1977. The College serves a number of villages within the north of the City of Peterborough.

Application for this post should be fully committed to the community college concept.

There is a possibility of assistance being given with housing in appropriate cases.

Application forms and further details are available from the Senior Area Education Officer, Education Department, Touthill Close, City Road, Peterborough PE1 1UJ (S.A.E.) to whom they should be returned not later than Friday, 4th November, 1977.

SECONDARY Headships continued

CHESTER

CHESHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

STAFFORDSHIRE

STAFFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

DURHAM

DURHAM COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

HAMPSHIRE

HAMPSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

HOUNSLOW

HOUNSLOW BOROUGH OF EDUCATION... Applications for the post of Head of the above school should be sent to the Headmaster...

DEADFORD (City of)

DEADFORD (City of) EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

HUMBERSIDE COUNTY COUNCIL

Education Department

HEADSHIP MALET LAMBERT HIGH SCHOOL

James Reckitt Avenue, Hull. Group: 11. N.O.R.: 820. Age Range: 13-18.

Applications are invited for the post of HEAD of the above school to commence duty at EASTER, 1978. The school is housed in fine buildings on a 20 acre site overlooking an attractive and extensive park. Excellent facilities are offered and courses at all levels up to GCE 'A' and 'S' levels in a wide variety of subjects are well established.

In 1988 the school became a Comprehensive School in a three-tier system of Primary, Middle (9-13) and Senior High Schools.

Application forms and further particulars can be obtained from the Director of Education (H.O. Schools), County Hall, Beverley (Tel. 0482 887181, Ext. 416), to whom completed forms should be returned not later than 24th October, 1977.

CAMBRIDGESHIRE HUNTINGDON AREA

Longsands School, St Neots (1,750 on roll including Sixth Form of 150)

Required for April, 1978, graduate with experience in a senior post in a comprehensive school as

DEPUTY HEAD (Group 13)

The vacancy arises from the promotion of the present holder to a headship. Duties will be negotiable with the successful candidate according to his/her skills and experience; but the person appointed will be expected to take a major share of responsibility both in policy making and for the day-to-day running of the school.

Longsands is the largest and longest established comprehensive school in the County of Cambridgeshire and is housed in modern buildings serving parts of St Neots and an extensive rural area.

Further particulars of the post and application forms from the Headmaster, Brian Stevens, at the school (telephone Huntingdon 72740).

SECONDARY Headships continued

ESSEX

ESSEX COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

LUCKENSHIRE

LUCKENSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

CAIDERSDALE

CAIDERSDALE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

HERTFORDSHIRE

HERTFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

CUMBERIA

CUMBERIA COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

DERBYSHIRE

DERBYSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

DEVON

DEVON COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

DORSET

DORSET COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

GLoucestershire

GLoucestershire COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

OUDELY

OUDELY METROPOLITAN BOROUGH OF EDUCATION... Applications for the post of Head of the above school should be sent to the Headmaster...

ESSEX

ESSEX COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

LEICESTERSHIRE

LEICESTERSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications for the post of Head of the above school should be sent to the Headmaster...

WARWICKSHIRE

KINETON HIGH SCHOOL,

Banbury Road, Kineton (11-18)

Head

required May 1, 1978, for this Group 11 school.

Further details and application forms may be obtained from this office. Closing date October 28.

M. L. RIDGER County Education Officer 22 Northgate Street, Warwick

Head

Southeast Area FAIRFAX COUNTY HIGH SCHOOL FOR BOYS

Fairfax Drive, Weald-on-Sea (Roll 808) Group 9

The successful applicant will be required to take up duties at the beginning of the Summer Term: 1978.

Closing date: 4 November, 1977. Application forms and further details may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Essex County Council

headship

Lady Manners School, Bakewell (Founded 1637 by Grace, Lady Manners)

Applications are invited for the Headship of this voluntary controlled 11-18 comprehensive school of 1,250 pupils (170 in the sixth form). The school is located in the market town of Bakewell in the Peak National Park.

Salary Group 11 plus allowances. Application forms and particulars (S.A.E. enclosed) please apply to the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG, to be returned by 31 October, 1977.

DEBYSHIRE County Council

Cambridgeshire County Council

Peterborough Area

Appointment of Principal

Orton Bushfield Community School (11-18). Group 10 estimated plus Community allowances. New School. To open in September, 1978, with first, second and third-year intake.

Applications are invited from well-qualified and suitably experienced candidates for the post of Principal of this new community school, the first phase of which will open in September, 1978. The school will serve the new township of Orton to the South West of the City of Peterborough.

The successful applicant who should be fully committed to the Community School concept, will be expected to take up duties at the commencement of the summer term, 1978.

There is a possibility of assistance being given with housing in appropriate cases.

Application forms and further details are available from the Senior Area Education Officer, Education Department, Touthill Close, City Road, Peterborough PE1 1UJ (S.A.E.), to whom they should be returned not later than Friday, 4th November, 1977.

Principal

Orton Bushfield Community School (11-18). Group 10 estimated plus Community allowances. New School. To open in September, 1978, with first, second and third-year intake.

Applications are invited from well-qualified and suitably experienced candidates for the post of Principal of this new community school, the first phase of which will open in September, 1978. The school will serve the new township of Orton to the South West of the City of Peterborough.

The successful applicant who should be fully committed to the Community School concept, will be expected to take up duties at the commencement of the summer term, 1978.

There is a possibility of assistance being given with housing in appropriate cases.

Application forms and further details are available from the Senior Area Education Officer, Education Department, Touthill Close, City Road, Peterborough PE1 1UJ (S.A.E.), to whom they should be returned not later than Friday, 4th November, 1977.



SURREY COUNTY COUNCIL

• FRINGE AREA LONDON ALLOWANCE £130 p.a. THROUGHOUT THE COUNTY

• Generous relocation expenses in approved cases

• Applicants for appointment to County and Voluntary Controlled Schools (except Reserved Teachers), effective from 1 September, 1977, and later, should note that Assistant Teachers on Burnham Scale 1 will receive contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

SECOND MASTERS/MISTRESSES

Oxley County

SECOND MASTER/MISTRESS (Group 12) required: 1,420 on roll, with 200 in Sixth Form. Application form and further details from the Area Education Officer, 123 Blackborough Road, Reigate. Telephone: Redhill 95441.

POSTS OF RESPONSIBILITY

Comprehensive

Ashford, Abbotshole County Secondary

Teacher required to take charge of FOREIGN LANGUAGES within the Faculty of Communication. French with some Spanish or German preferred. Scale 3. Telephone: Ashford 43824.

Horley, Court Lodge Comprehensive

MATHEMATICS teacher required. To teach throughout the school, including Sixth Form. Scale 2. Telephone: Horley 2018.

Camberley, Collingwood School

Teacher in charge of GEOGRAPHY (with GEOLOGY) to teach GEOGRAPHY throughout the school to 'A' level. Scale 3. (Telephone Camberley 64048.)

Guildford County School

PHYSICS. Experienced graduate for established courses to 'O' and 'A' level, in well equipped laboratories. The school, about to change from girls selective to mixed comprehensive, presents an attractive opportunity for an enthusiastic teacher. Scale 3. (Telephone Guildford 4088.)

Woking, Winston Churchill School

(10 form entry, 12-18)

Required January or April, 1978. HEAD OF SCIENCE, Scale 4. To have oversight of Physics, Chemistry and Biology sub-departments but experience and qualifications in PHYSICS an advantage. WOODWORK teacher required. Scale 2 for suitably experienced applicant but recently qualified teachers welcome. (Telephone Brookwood 8981.)

SCALE 1 POSTS

Comprehensive

Addleson, The Meads School

MATHEMATICS teacher required to teach throughout the school up to CSE and 'O' level. (Telephone Chertsey 44072.)

Farnham, Heath End School

PHYSICAL SCIENCES WITH MATHEMATICS teacher required to teach to GSE and 'O' level. (Telephone Farnham 6588.)

Mytchell, Robert Haining County Secondary

CRAFT DESIGN and TECHNOLOGY teacher required. Opportunity for wide-ranging experience using a Design approach, in a well established Department. Courses to CSE and 'O' level.

Mytchell, Robert Haining County Secondary

MATHEMATICS teacher required. Opportunity to contribute to new approaches in the school. SMP throughout ability range. (Telephone Farnborough 44078.)

Ashford, Abbotshole County Secondary

SPANISH WITH SOME FRENCH teacher required. Telephone: Ashford 43824.

Ewell County Secondary

ENGLISH teacher required to teach for two terms to CSE. Telephone: 01367-0871.

Ewell, Glyn School

FRENCH. Graduate required as soon as possible to teach to 'A' level. Ability to offer German or Games an advantage. Telephone: 01369 4102.

Redhill, Redstone School

ART, including POTTERY, teacher required. Telephone: Redhill 82891.

FURTHER DETAILS AVAILABLE FROM THE HEAD

Application forms available on request at a named address, telephone numbers as shown.

MATHEMATICS teacher required. Opportunity to contribute to new approaches in the school. SMP throughout ability range. (Telephone Farnborough 44078.)

ESSEX

THE MOUNTAIN VIEW SCHOOL

Local 11-18. Started 1974. Tel. 0464 611394

CRAYFORD

Local 11-18. Started 1974. Tel. 0464 611394

GLoucestershire

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Royal County of BERKSHIRE

Closing date October 24 unless otherwise stated. Posts for January unless otherwise specified. For Secondary School posts only apply to the Head Teacher with details, stamped addressed envelope with All Applications. Lodging allowances and removal expenses schemes in operation. London Fringe Allowance £150 per annum. Possibility of housing in Slough and Bracknell New Town areas.

Nursery Schools

HEAD TEACHER

ENGLISH, Scale 3

HIGHWOOD COMPREHENSIVE

ENGLISH, Scale 3

HIGHWOOD COMPREHENSIVE

Primary Schools

HEAD TEACHER

ENGLISH, Scale 1

HIGHWOOD COMPREHENSIVE

Secondary Schools

ART, Scale 1

ENGLISH, Scale 1

HIGHWOOD COMPREHENSIVE

Scale 1 Posts

BRENT

ENGLISH, Scale 1

HIGHWOOD COMPREHENSIVE

Scale 1 Posts

BRENT

ENGLISH, Scale 1

HIGHWOOD COMPREHENSIVE

Scale 1 Posts

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ENGLISH, Scale 1

HIGHWOOD COMPREHENSIVE

Scale 1 Posts

BRENT

ENGLISH, Scale 1

HIGHWOOD COMPREHENSIVE

Technical Studies

WE APOLOGISE THAT DUE TO PRODUCTION DIFFICULTIES NO ADVERTISEMENTS APPEARED UNDER THIS CLASSIFICATION IN LAST WEEK'S ISSUE.

Heads of Department

DERBYSHIRE

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SECONDARY Technical Studies Continued

HEREFORD AND WORCESTER

NEWCASTLE upon Tyne

NORTH YORKSHIRE

SOUTH TYNESIDE

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE

COVENTRY

DURHAM

ESSEX

GLoucestershire

GLoucestershire

Hampshire

Hampshire

Hampshire

KENT

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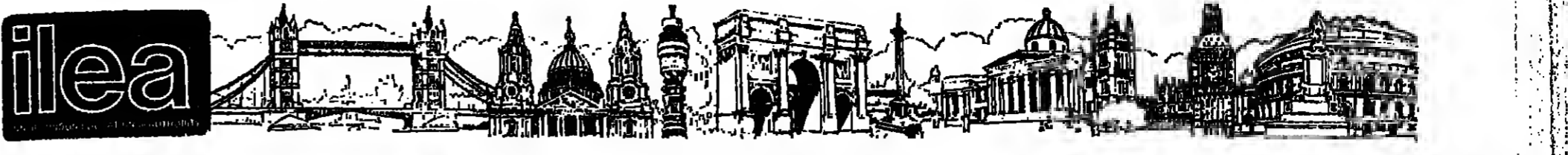
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Qualified teachers are invited to apply for the following posts. Applications and further particulars are available from the Head of the school concerned unless otherwise stated.

SECONDARY SCHOOLS Deputy Headships

CENTRAL FOUNDATION

ST ALBANS DIVISION

HILTINGDON

HILTINGDON

HILTINGDON

GEOGRAPHY

Post of Responsibility

HISTORY

Post of Responsibility

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RELIGIOUS EDUCATION

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RECREATIONAL WORK

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SPORTS CENTRES

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BUSINESS STUDIES

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MODERN LANGUAGES

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SELECTIONARY

Continued

OLDHAM

Secondary School, Oldham. Applications for 1978...

ST. HELENS

Secondary School, St. Helens. Applications for 1978...

SANDEWELL

Secondary School, Sandewell. Applications for 1978...

SEFTON

Secondary School, Sefton. Applications for 1978...

ROTHESMAN

Secondary School, Rotheman. Applications for 1978...

WALSLEY

Secondary School, Walsley. Applications for 1978...

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Secondary School, Walsley. Applications for 1978...

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HEADS OF DEPARTMENT

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Cheshire Education advertisement. Application forms available from the Head of the School. Includes contact information for J.R.G. Tomlinson, M.A., Director of Education.

West County Council Glamorgan advertisement. Applications invited for various posts including Deputy Headship, Brynhyfryd Junior, Sandfields Comprehensive, French, and Speech and Drama. Includes contact information for John Beale, Director of Education.

West County Council Glamorgan advertisement. Applications invited for various posts including Deputy Headship, Brynhyfryd Junior, Sandfields Comprehensive, French, and Speech and Drama. Includes contact information for John Beale, Director of Education.

Higher Education Supplement advertisement. Join the academic numbers every Friday. THE TIMES Higher Education SUPPLEMENT. Obtainable at newsagents every Friday—Price 18p. Includes a cartoon illustration of a graduate and a man with a sign.

Appointments in Scotland

WE APOLOGISE THAT Owing to a printing error, the following appointments were omitted from our last week's issue.

- EDINBURGH REGIONAL COUNCIL DEPARTMENT OF EDUCATION... HAMILTON REGIONAL COUNCIL DEPARTMENT OF EDUCATION... LEITH REGIONAL COUNCIL DEPARTMENT OF EDUCATION...

EDINBURGH REGIONAL COUNCIL DEPARTMENT OF EDUCATION... HAMILTON REGIONAL COUNCIL DEPARTMENT OF EDUCATION... LEITH REGIONAL COUNCIL DEPARTMENT OF EDUCATION...

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COUNTY OF SOUTH GLAMORGAN PRIMARY Required for January 1978 unless otherwise stated HEAD TEACHER Group 4 Junior School (Present Roll 150 Pupils) LANSDALE CITY C/W PRIMARY SCHOOL.

SPECIAL DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff. Applications are invited from suitably qualified and experienced teachers for the post of deputy headteacher at this school for educationally subnormal primary aged pupils.

SECONDARY CANTONMENT HIGH SCHOOL, Cardiff (11-18 Comprehensive) 10 form entry PHYSICS: Scale 1. To teach the subject in lower-school only, forms 1 and 2.

DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff. Applications are invited from suitably qualified and experienced teachers for the post of deputy headteacher at this school for educationally subnormal primary aged pupils.

SIXTH FORM AND TERTIARY COLLEGES Scale 1 Posts HAMPESHIRE COLLEGE, Bournemouth. DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff.

HEADS OF DEPARTMENT WIGAN METROPOLITAN BOROUGH OF WIGAN. DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff.

DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff. Applications are invited from suitably qualified and experienced teachers for the post of deputy headteacher at this school for educationally subnormal primary aged pupils.

DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff. Applications are invited from suitably qualified and experienced teachers for the post of deputy headteacher at this school for educationally subnormal primary aged pupils.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL EDUCATION DEPARTMENT. TEACHER OF MUSIC KIRKCUDBRIGHT ACADEMY Six-year School, Roll-48. TEACHER OF MUSIC LOCKBIE ACADEMY Six-year School, Roll-1,000.

UNITED WORLD COLLEGE OF THE ATLANTIC Head of Mathematics January, April or September Head of E.F.L. September Marine Biologist September Bristol Channel research possibilities. Diving, experience desirable.

COUNTY OF NORTH YORKSHIRE THE WOODLANDS ESN(M) SCHOOL WOODLANDS DRIVE, SCARBOROUGH HEAD TEACHER (GROUP 6S) Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher which becomes vacant on April 1, 1978.

headship New School for ESN(S) Children Head Teacher Group 5(S) A new purpose-built all-ages day school for 95 ESN(S) children in Darby will open in September, 1978. A Head Teacher is required from Easter, 1978, who will take part in staff appointments, provision of equipment, and organisation of the curriculum.

SPECIAL EDUCATION Scale 2 Posts COVENTRY (City of) DAY CENTRE (S.N.M.) DAY CENTRE (S.N.M.) DAY CENTRE (S.N.M.) DAY CENTRE (S.N.M.) DAY CENTRE (S.N.M.)

NEWCASTLE UPON TYNE CITY OF TYNE COMMITTEES SHERIFF HILL SCHOOL. DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff.

NOTTINGHAMSHIRE EDUCATION DEPARTMENT. DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff.

WEST YORKSHIRE TEACHER. Applications are invited from suitably qualified and experienced teachers for the post of deputy headteacher at this school for educationally subnormal primary aged pupils.

WOLVERHAMPTON EDUCATION COMMITTEE. DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff.

BUCKINGHAMSHIRE EDUCATION COMMITTEE. DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff.

DEBENHAM SCHOOL, DEBENHAM. DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff.

DEBENHAM SCHOOL, DEBENHAM. DEPUTY HEAD TEACHER: Group 5 (8) PLYMOUTH SCHOOL, Cardiff.

Headship Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 4 November.

NORTH TYNESIDE METROPOLITAN BOROUGH COUNCIL EDUCATION COMMITTEE. PARKSIDE SCHOOL, E.S.N. (S1) Elton Street East, Wallsend, NE28 8QU. Headteacher: Mrs. M. P. Curran. Required for 1st January, 1978.

The Hesley Group of Schools WILSIC HALL SCHOOL. The Hesley Group of Schools requires for Wilsic Hall School 1. A Handicraft Teacher 2. A general subjects Teacher to commence duties as soon as possible.

TWEDBANK UNIT FOR PARTIALLY HEARING CHILDREN. Applications are invited from registered teachers with appropriate qualifications and experience for a teaching post in a new Unit based at Twedbank Primary School. The teacher will share in the teaching in the Unit and also in the provision of equipment and visiting teacher services in the Region.

SPECIAL EDUCATION Scale 1 Posts continued

KENT COUNTY COUNCIL... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

KENT COUNTY COUNCIL... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

KIRKLEES METROPOLITAN COUNCIL... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

SUFFOLK COUNTY COUNCIL... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

INDEPENDENT SCHOOLS... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

CAREERS... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

INDEPENDENT SCHOOLS... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

HISTORY... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

HEADS OF DEPARTMENT... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

OTHER ASSISTANTS... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

SCIENCE... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

HEADS OF DEPARTMENT... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

TEACHING STAFF... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

TEACHING STAFF... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

TEACHING STAFF... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

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TEACHING STAFF... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

TEACHING STAFF... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

TORMEAD SCHOOL GUILDFORD Applications are invited for the post of DEPUTY HEAD for appointment in January or April, 1978.

LEICESTERSHIRE... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

LEICESTERSHIRE... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

LEICESTERSHIRE... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

LEICESTERSHIRE... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

LEICESTERSHIRE... SENIORS DIVISION... DUNSTON PARK SCHOOL, DUNSTON PARK, SEVENOAKS

ABERDEEN ROBERT GORDON'S COLLEGE DEPUTY HEAD Applications are invited from suitably qualified Registered Teachers for the post of Deputy Headmaster of the present Deputy.

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THE ROYAL SCHOOL, ARMAGH HEADSHIP In consequence of the resignation of the present Headmaster, the Governing Body invites applications for the post.

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MILLFIELD JUNIOR SCHOOL

Millfield School invites applications for the

HEADSHIP

of its Junior School, EDGARLEY HALL, Glesstonbury, tenable from 1st September, 1978.

This I.A.P.S. co-education boarding/day school of approx. 250 pupils, aged 8 to 13, has 31 full-time teachers and 10 part-time teachers.

Further particulars may be obtained from Headmaster, Millfield School, Street, Somerset, to whom applications should be forwarded by 22nd November.

MALTMAN'S GREEN GERRARDS CROSS

Independent Girls' Preparatory School of high educational standard (95 boarders, 140 day girls)

The Governors invite applications for the appointment of

HEADMISTRESS

on the early retirement of Miss Paula Burke for family reasons after twenty years' exceptional service. She is a Member of the AHMPS. It is hoped that the appointment may take effect as soon as conveniently may be possible during 1978.

The Governors have decided to build new accommodation for the Headmistress during 1978 and suitable rented accommodation will be made available until this is ready.

Applications including full curriculum vitae, copy testimonials and the names of three referees to the Chairman of Governors, c/o Hounslow Lodge, Wargrave, Berks.

INDEPENDENT Scuola

MIDDLESEX

Applications are invited for the post of Head of the Junior School at the independent day school, Millfield School, Glesstonbury, Somerset.

SHROPSHIRE

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By Subject Classification

Classics

Mathematics

Modern Languages

Other than by Subject Classification

Heads of Department

Speech and Drama

Other than by Subject Classification

Heads of Department

Speech and Drama

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Heads of Department

Speech and Drama

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Speech and Drama

By Subject Classification

Classics

Mathematics

Modern Languages

Other than by Subject Classification

Heads of Department

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Other than by Subject Classification

Heads of Department

Speech and Drama

Leicestershire ASSISTANT DIRECTOR OF EDUCATION, FURTHER EDUCATION £7,260-£7,932 plus £520 p.e. supplements

DORSET Head of Department of Liberal Arts and Languages

Speech and Drama KENT COHAM HALL

Senior Masters/Mistresses CHELTENHAM

Bexley London Borough LECTURER GRADE II IN COMPUTER STUDIES

London College of Fashion Lecturer in Science Grade I

South Thames College Senior Lecturer Responsible for the short courses unit

Senior Course Tutor Diploma in learning resources

Senior Lecturer in Business Studies

Senior Lecturer in Business Studies

Senior Lecturer in Business Studies

Senior Lecturer in Business Studies

STRATHCLYDE Regional Council Department of Education Further Education

Further Education Lecturers Annesland College, Halford Drive, Glasgow G12 0YE

South East London College selftec Lecturer GRADE I in Mathematics and Physics (Ref AS 14)

Application forms, returnable within two weeks of the date of this advertisement and further particulars from the Senior Administrative Officer...

ilea

PEMBROKESHIRE TECHNICAL COLLEGE at Havardwest and Neyland Principal A. H. Williams, MA (Manpower), BA(Econ), ACIS, FRBA

Hammersmith and West London College Little Gardens, W8 7AZ Applications are invited for the following post to start January, 1978.

Principal Lecturer in English as a Foreign Language to act as Deputy to Head of Department. Candidates should hold an honours degree in English or Modern Languages...

South Thames College Wandsworth High Street, London SW18 2PR Department of Business Studies requires for January, 1978

Principal Lecturer To act as deputy to the Head of Department and to have responsibility for oversight of a wide range of courses including B.A.C., G.N.C./D., C.O.S., 'A' and 'D' levels and Secretarial and Clerical courses...

Application form and further details obtainable from the Senior Administrative Officer, quoting reference number 88/77, returnable within seven days of appearance of advertisement.

COLLEGES OF FURTHER EDUCATION continued DEBON SOUTH DEVON TECHNICAL COLLEGE. Applications are invited for the post of Lecturer in Mathematics and Physics...

HERFORD AND WORCESTER COUNTY TECHNICAL COLLEGE. Applications are invited for the post of Lecturer in Mathematics and Physics...

HAMPSHIRE SOUTHAMPTON TECHNICAL COLLEGE. Applications are invited for the following post: DEPARTMENT OF ELECTRICAL ENGINEERING AND FABRICATION.

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BRIGHTON POLYTECHNIC DEPARTMENT OF COMMUNICATION AND EUROPEAN STUDIES Research Assistants (Two Posts) £2,376-£2,538 p.a.

LECTURER GRADE II Senior Lecturer in Early Childhood Education Department of Education

TRENT POLYTECHNIC NOTTINGHAM Physical Education Instructor 1977/78 Birzeit University

An independent Arab private university in the Israeli-occupied West Bank has a position open for a physical education instructor for the academic year 1977/78...

UPPER 150

KENT County Council Education Department

Youth and Community Service Worker Dover Division

£3,854 to £4,128 plus Supplement to maximum £520

To be responsible for youth activities in a rural community in a mining area. Will be based at Aylesham, near Dover, where new premises are under construction.

Must be qualified and experienced. In-service training provision. Assistance with removal, lodging, resettlement and legal expenses in approved cases.

Date and application form returns by October 28 from the Divisional Education Officer, 3 Cambridge Terrace, Dover.

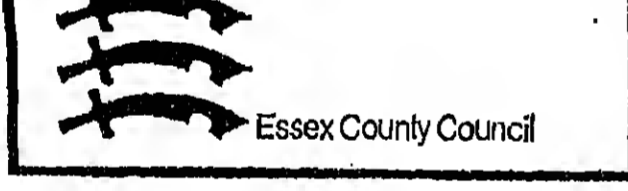
Community Education Service FULL-TIME WARDENS

The Essex Community Education Service offers first class opportunities for career advancement, a good in-service training scheme with excellent support services and central resources. A vigorous programme of projects and events provides opportunities for experience in every aspect of the Community Education Service. Applicants should be qualified teachers/youth leaders.

Vacancies exist at: Mark Hall (Harlow) Salary Range 3(b)
Saffron Walden Salary Range 3(e)
Sible Hedingham (Youth Tutor) Salary Range 3(c)
Stenford-la-Hope Salary Range 3(c)

J.N.C. conditions apply. Salaries are organised on three scales which range between £3,428-£4,248 according to post plus £312 and Stage 2 Supplementa. Graduate and other fringe allowances are payable where applicable.

Date and application forms from the County Education Officer, Community Education Branch, Threadneedle House, Market Road, Chelmsford.



Social Services Social Worker

Intermediate Treatment

£2,529-£3,474pa + £312pa end Phase II supplement

The post in the Broxtowe area of Nottinghamshire offers an opportunity to work with young persons at risk individually, in therapeutic groups, and in family situations. Intermediate Treatment is established practice in the area and candidates (male or female) should have proven ability in working with young people.

There is an activity centre close to the Area Office at Beeston, and a number of group units are also involved in Intermediate Treatment. The role of the Officer will include practice, development and co-ordination of practice and liaison with other agencies in the field.

There is a qualification band of £3,000pa + supplement. Generous assistance will be given with the expense incurred in moving house in accordance with the Authority's Scheme.

For an informal discussion or further information, please contact Mr F. Lowe, Area Director, or Mr R. Beever, Principal Social Worker, on Nottingham 288287.

Application forms and further details are available from Mr E. G. Colham, Director of Social Services, at County Hall, Please quote ref SW(T)Broxtowe/145.

Nottinghamshire County Council
County Hall West End Road
Nottingham NG2 7BP

Overseas Appointments

SWEDEN

TEACHERS OF ENGLISH

with some medical qualifications (no formal qualification required) to teach adults at the new language school of Lund, Sweden, in Avesta, from November to end of June, 1978.

For further details please write to: The British Council, 100 Whitehall, London SW1A 2EJ.

PHILIPPINES

INTERNATIONAL SCHOOL

One of the Junior teachers should have experience in school work, and all appointees are expected to supervise correspondence course work which is being followed by a small number of secondary school students.

One-year contract (renewable), salary approximately £7,000 (including tax free per person); excellent, free, fully equipped, air-conditioned housing; economy class air fares London/Davao/London.

Apply immediately with brief curriculum vitae for post, then terms and further information to:

CORRESPONDENT JHP
c/o New English School
PO Box 6156
Hawalli, Kuwait, Arabian Gulf

GERMANY

TEACHERS OF ENGLISH

APPOINTMENT TO LONG TERM

TEACHING POSITIONS

Applications are invited from suitably experienced teachers for posts in the German Democratic Republic. The posts are for a period of 12 months, with the possibility of extension.

Long term volunteer teachers (youth workers) are also required for various parts of the country. Conditions are good, with modern facilities and good living conditions. Salaries are attractive and include housing allowances.

For details and application forms, contact:

BRITISH COUNCIL
100 Whitehall, London SW1A 2EJ

JAPAN

TEACHERS OF ENGLISH

TEACHING POSITIONS

Applications are invited from suitably experienced teachers for posts in Japan. The posts are for a period of 12 months, with the possibility of extension.

For details and application forms, contact:

BRITISH COUNCIL
100 Whitehall, London SW1A 2EJ

ZAMBIA

TEACHERS OF ENGLISH

TEACHING POSITIONS

Applications are invited from suitably experienced teachers for posts in Zambia. The posts are for a period of 12 months, with the possibility of extension.

For details and application forms, contact:

BRITISH COUNCIL
100 Whitehall, London SW1A 2EJ

SAUDI ARABIA JUBAIL CAMP SCHOOL

This small primary school which opened six months ago for children of expatriate workers employed on the Jubail Harbour project, 50 miles north of Dhahran, Saudi Arabia, is expanding, and additional staff are required as soon as possible, ideally by October 31, 1977 or as soon as possible thereafter.

(1) A married couple, to teach infants and Juniors between 1-6.

(2) A bachelor to teach Juniors.

One of the Junior teachers should have experience in school work, and all appointees are expected to supervise correspondence course work which is being followed by a small number of secondary school students.

One-year contract (renewable), salary approximately £7,000 (including tax free per person); excellent, free, fully equipped, air-conditioned housing; economy class air fares London/Dhahran/London.

Apply immediately with brief curriculum vitae for post, then terms and further information to:

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MINISTRY OF DEFENCE

Headship (Group 5) Hameln Primary School in the Federal Republic of Germany for April 1978

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 Primary School. The Service Children's Schools are for the families of British Servicemen and women. The school is in a pleasant area with good facilities. The salary is in accordance with the current Scale. In addition the 1976 Pay Supplement of £12 and the 1977 Pay Supplement of £18, plus the London Allowance of £102, is payable. FOREIGN SERVICE ALLOWANCE, a tax-free allowance is payable. SERVICEMEN'S ALLOWANCE, a tax-free allowance is payable. ACCOMMODATION, a tax-free allowance is payable. DURATION OF ENGAGEMENT, 4 years.

For details and application forms, contact:

SCEA
100 Whitehall, London SW1A 2EJ

NEW ZEALAND

TEACHERS OF ENGLISH

TEACHING POSITIONS

Applications are invited from suitably experienced teachers for posts in New Zealand. The posts are for a period of 12 months, with the possibility of extension.

For details and application forms, contact:

BRITISH COUNCIL
100 Whitehall, London SW1A 2EJ

GRAND CANARY

TEACHERS OF ENGLISH

TEACHING POSITIONS

Applications are invited from suitably experienced teachers for posts in Grand Canary. The posts are for a period of 12 months, with the possibility of extension.

For details and application forms, contact:

BRITISH COUNCIL
100 Whitehall, London SW1A 2EJ

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For details and application forms, contact:

BRITISH COUNCIL
100 Whitehall, London SW1A 2EJ

Dartford and Gravesham Health District Darenth Park Hospital

Activity Leader

In the Planned Activity Centre to manage a centre providing a comprehensive programme of training of personal and social skills for the young severely mentally handicapped patients. For details of this post contact Jill Vyse, Co-ordinator of Adult Patient Training and Education.

Application form and job description available from Assistant Sector Administrator, Darenth Park Hospital, Dartford, Kent.

Closing date: 21st October, 1977.

GRAMPIAN REGIONAL COUNCIL

Department of Education COMMUNITY EDUCATION OFFICER

Applications are invited for the following posts from persons having suitable qualifications:

Outdoor Education Organiser

REFERENCE 5147

The person appointed will be based in the Banff/Dundee Division and will be responsible for the promotion of outdoor education in that area. The post will involve liaison with schools, community centres and other bodies concerned in the development of outdoor activities which will include sailing, sailing, canoeing, hill walking, rock-climbing, orienteering and expedition work.

Applicants should have had considerable experience in the instruction and development of the activities and should hold appropriate qualifications. Where applicable, they should be prepared to gain further qualifications.

Salary scale £3,474 to £4,382 plus Phase 1 and Phase 2 Supplementa.

Assistant Community Education Worker

REFERENCE 5157

The person appointed will be based in Alyth and will be part of a team of three community education workers serving the community in the Alyth District.

Applicants should hold a diploma in youth and community work or the diploma in adult education.

Salary scale £2,691 to £3,588 plus Phase 1 and Phase 2 Supplementa.

Application forms may be obtained from the Personnel Officer, Personnel Department, Woodhill House, Ashgrove Hill, Perth, Tayside, Scotland, with whom they should be lodged by October 24, 1977.

YOUTH AND COMMUNITY SERVICE

Applications are invited for the following newly created full-time posts:

- Specialist Youth and Community Workers (Ethnic Minorities - Asian)
- Specialist Youth and Community Worker (Ethnic Minorities - West Indian)

The persons appointed to these posts will be expected to use the skill appropriate to that of a youth and community worker in helping, on the one hand, young Asians, and on the other hand, young West Indians in the borough, and especially those who are not involved with the mainstream of youth and community service provision, to make constructive use of their leisure time.

Applicants will need to have a sound grasp of Youth Work theory and practice, together with Community Work skills. The possession of a recognised professional qualification in Youth and Community Work is an essential requirement.

Salary will be in accordance with the Burnham (Further Education) Lecturer 1 Scale, rising to a maximum of £4,574 (inclusive of London Weighting, plus £312 Cost of Living Allowance, plus 10% pay award as appropriate). The starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.

For further details and an application form, write to Mr. J. N. Parker, Principal Youth and Community Officer, at the Municipal Offices, High Road, Leyton, London, E15 4JG. Closing date for receipt of applications: Friday, 28th October, 1977.

London Borough of Waltham Forest

Return forms are paid. Local contracts are guaranteed by the British Council. Please write briefly, stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 85 Davies Street, London W1V 2AA.

GUILDFORD GRAMMAR SCHOOL, WESTERN AUSTRALIA

The present Headmaster Mr. O. A. Lave Davis, B.Sc., A.S.T.C., F.A.C.E., has retired from this position at the end of August, 1977, after 21 years' service. The Council of the School seeks applications from persons interested for appointment to the position of

HEADMASTER

As well as enquires from those interested, suggestions from others (giving the names of suitable persons) would be welcomed. For detailed information, or to submit the name of a possible candidate, please write to: The Secretary, The School Council, Guildford Grammar School, 11 Tesse Road, HILLCREST, W.A. 6035.

Children's Grammar School is a branch of Guildford School for Boys, with a high proportion of boarders. It is situated on the Swan River in semi-rural surroundings on the outskirts of Perth.

The salary and conditions of the Headmaster are at a level commensurate with other leading independent schools in Australia. Applications will close on 14th November, 1977.

All applications and enquiries will be treated in strict confidence.

OVERSEAS TEACHING POSTS

MATERIALS PRODUCER (ELT) (OMAN)

Ministry of Education (English Department), Muscat.

To produce support materials and audio-visual aids, to undertake in-service courses for teachers of English. Candidates, men only, must have a postgraduate ELT qualification, 3 years' overseas ELT experience, and some experience in production of AV materials.

Salary: £4,589-£5,618 p.a.

Benefits: free furnished accommodation; overseas and children's allowances; 2 year contract, renewable. 77 AE 3

DIRECTOR OF LANGUAGE TEACHING INSTITUTE (QATAR)

Duties to be responsible for the administration of the Government Institute and the organisation of language courses for Government employees.

Salary: £6,000 p.a. (free of local tax).

Benefits: free furnished accommodation; transport allowance; annual passage paid (over); 3 year contract, renewable. 77 AO 142

REGIONAL ENGLISH LANGUAGE ADVISER (YEMEN)

Regional English Language Adviser, El Hodeida. Men only. Graduate with university/BA TEFL qualification and 7 years' experience including some in the Arab world, knowledge of Arabic highly desirable.

Salary: £5,210-£7,054 plus 10% inducement allowance.

Benefits: free furnished accommodation; personal and children's allowances; medical benefits; employer's portion of superannuation contribution; 2 year contract. 77 AE 18

HEAD OF WELDING SECTION (BAHRAIN)

Manama Boys' Technical School.

Candidate, men only, must have CG (FTC) and 5 years' practical/teaching experience. Duties include teaching electric and oxygen welding and supervision of welding end entity sections.

Salary: £4,809-£5,820 p.a.

Benefits: free furnished accommodation; personal and children's allowances; 2 year contract, renewable. 77 AS 35

DIRECTOR, INSTITUTO CULTURAL (URUGUAY)

Instituto Cultural Anglo-Uruguayo, Montevideo.

Required from mid-February 1978. Qualification: degree with PGCE, MA in Applied Linguistics, or one year postgraduate TEFL qualification desirable; 5 years' relevant experience.

Salary: £5,210-£7,054 p.a.

Benefits: overseas and children's allowances; medical scheme; 2 or 3 years' contract, renewable. 77 PO 184

THE BRITISH COUNCIL

Return forms are paid. Local contracts are guaranteed by the British Council. Please write briefly, stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 85 Davies Street, London W1V 2AA.

Saudi Arabia Jubail Camp School

This small Primary school which opened six months ago for children of expatriate workers employed on the Jubail Harbour Project, 50 miles north of Dhahran, Saudi Arabia, is expanding, and additional staff are required as soon as possible, ideally by October 31, 1977.

(1) A married couple, to teach Infants and Juniors between 1-6.

(2) A bachelor to teach Juniors.

One of the Junior teachers should have experience in school work, and all appointees are expected to supervise the correspondence course work which is being followed by a small number of secondary school students.

One-year contract (renewable), salary approximately £7,500 (tax free per person, excellent free furnished, equipped, air conditioned housing, terminal gratuity, economy class air passages, London/Dhahran/London).

Apply immediately with brief curriculum vitae for application form and further information to:

Correspondent JHP
c/o New English School
P.O. Box 6156
Hawalli
Kuwait, Arabian Gulf

OVERSEAS TEACHING POSTS

ASSISTANT MASTER (PERU)

Markham College, Lima.

Assistant master to be in charge of Games and Physical Education and to teach History to O level required for this independent school of 1,000 boys aged 6-18. Qualified PE teacher with History as second subject and at least 3 years' experience; age range 25-35; single male applicants preferred.

Salary: Based on Burnham Scale 3.

Benefits: overseas allowance; terminal bonus; medical scheme; employer's portion of superannuation; 3 year contract, renewable. 77 PS 88

TEACHER OF BOTANY (IRAN)

High School of Natural Resources, Gorgan.

To teach up to BSC level, give practical instruction, set and mark examinations, assist with curriculum development.

Qualifications required: degree postgraduate diploma or preferably MSc, in botany and/or related subjects and at least 2 years' relevant teaching experience. Men only. Single or married candidates with maximum of 2 children under 5.

Salary: £5,048-£6,180 p.a.

Benefits: personal and children's allowances; free furnished accommodation; 2 year contract. 77 HO 42

SENIOR TEACHER OF ENGLISH (IRAN)

British Council (for National Iranian Oil Company), Ahwaz.

To teach English for Special Purposes to off company employees and prepare materials. Qualifications required: degree or teaching certificate; one year postgraduate qualification in TEFL/TESL; about 5 years' relevant experience, preferably overseas. Single candidates preferred.

Salary: £4,589-£5,618 p.a.

Benefits: Ahwaz allowance (£918-£1,124 p.a.); free furnished accommodation; employer's portion of U.K. superannuation; 2 year contract. 77 HO 125

TEACHER OF COMMERCIAL SUBJECTS (EGYPT)

British Council Teaching Centre, Cairo.

To teach office practice, typing, commerce, bookkeeping to potential bilingual secretaries, etc. Relevant qualifications and several years' teaching experience required, preferably in an EFL situation. Single candidates only.

Salary: £3,782-£4,374 p.a.

Benefits: accommodation allowance; employer's portion of U.K. superannuation; 2 year contract, renewable. 77 HO 88

THE BRITISH COUNCIL

Return forms are paid. Local contracts are guaranteed by the British Council. Please write briefly, stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 85 Davies Street, London W1V 2AA.

GTZ Technical Cooperation with Lesotho

The German Agency for Technical Cooperation - GTZ - operates on behalf of the Federal and other governments. With some 1800 experts it contributes to the solution of problems of development in Africa, Asia and Latin America, together with partners.

The Department seeks a qualified expert as

Instructor, shorthand and typing

to train local staff as part of a technical cooperation project at the commercial training centre in Maseru, Lesotho. A two years' contract, with possibility of extension, is envisaged. Apart from his/her own teaching activities in shorthand and typing (Pitman system) the appointee will be responsible for the course programme, teaching aids etc.

We seek candidates who are fully qualified, preferably from a British educational establishment, and who have several years' teaching experience.

Please write, with full career details, copies of references and recent photograph, quoting reference 9710510 MBZ, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH, Tag Hammarskjöld-Weg 1, D-6230 Eschborn.

Please write, with full career details, copies of references and recent photograph, quoting reference 9710510 MBZ, Deutsche Gesellschaft für Technische Zusammenarbeit, Postfach 107, D-4000 Düsseldorf, West Germany.

Metropolitan Borough of Solihull
Education Department

Education Social Worker

Salary Scale (£2,529 to £3,474)

Professionally qualified social worker required to work as a member of a team led by the Senior Educational Psychologist. An interest in family (therapy or group work) is desirable.

* Plus supplements of (a) £312 p.a. and (b) 5% subject to a maximum of £189 p.a. Essential user car allowance and loan facilities. 100 per cent household removal expenses.

Application forms and further details (please quote ref. TES 881) from Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands. Tel: 021 705 8789, ext. 241. Closing date October 28, 1977.

EDUCATION COMMITTEE EDUCATIONAL PSYCHOLOGIST

required for dual appointment to the Education and Social Services Departments.

The post entails the appointment of an Educational Psychologist (Salary Scale £2,800-£3,600 inclusive) who will provide all services weekly at Forth House, The Social Services Observation and Assessment Resource. The person appointed will be an integral member of a multi-disciplinary team, responsible to the Principal of Forth House, concerned with the assessment of children between the ages of 0 and 5 years. In addition to the Forth House commitment, the post will involve two sessions weekly at the Kilburn Child Guidance Centre. One of the two administrative and clerical bases for the Education Authority's Child Guidance and School Psychological Services.

This interesting post, which is part of the arrangements made to concentrate related services in Brent, is available due to the resignation of the previous post holder and is available immediately.

Applications are invited from honours graduates with a degree in Psychology, teaching experience and post-graduate training in educational psychology.

Generous relocation expenses available.

Application forms from the Administrative Manager, Room 705, Brent House, High Road, Wembley, Middlesex, returnable by 31st October, 1977. Telephone 01-892 8011 (24-hour Ansafone service). Reference number E/46 must be quoted.

LONDON BOROUGH OF BRENT

Child Psychotherapist (Part-time)

Based at the Chaloot School for maladjusted children, London NW1. This appointment requires a person to work six sessions per week.

Candidate for the post should hold a recognised qualification for Child Psychotherapy.

Salary £11.26 per 3 1/2 hr. session (inclusive supplements and London Weighting).

Application form and job description available from Area Personnel Department, Insurance House, Insurance Street, London WC1. Telephone 01-278 2323 ext. 268.

Closing date: 28 October, 1977.

Camden and Islington A.H.A. (Teaching)

Durham County Council Education Department AREA SENIOR EDUCATIONAL PSYCHOLOGIST

Southern Salary Scale—Durham Head Teacher's equivalent £2,800-£3,600 per annum plus 10% supplement throughout plus 5% pension.

Applications invited for post of area senior educational psychologist, post holder of four of the three Central Area Co-ordinators and post holder of work of South Central Area Co-ordinator of Durham, as well as personal specialist psychological work with pre-school children and handicapped children in education department and working in close collaboration with Area Health Staff.

Good honours degree in psychology and an approved post-graduate qualification in educational psychology, who have taught psychology in the new town of Newton Aycliffe, required.

Other relevant accommodation might be available at the time of appointment.

Particulars and terms of application to be returned by 28th October, 1977, from the Director of Education, P.O. Box 1, County Hall, Durham, CH1 1JZ. Please enclose a stamped addressed envelope.

Forms to be returned by 31st October 1977.

ADMINISTRATION General continued

LONDON CITY AND LONDON ADMINISTRATIVE ASSISTANT

Applications are invited from suitably qualified persons for the post of Administrative Assistant to the Director of Education, City and London Education Department. The post holder will be responsible for the administrative and clerical work of the Director's office.

The salary will be in the range of £2,140 to £2,410 p.a. plus 10% supplement and 5% pension.

Applications should be sent to the Director of Education, City and London Education Department, 100 Abchurch Lane, London EC4N 3DF.

YORKSHIRE AND HUMBERSIDE SOCIETY FOR FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Assistant Secretary to the Society for Further Education, Yorkshire and Humberside. The post holder will be responsible for the administrative and clerical work of the Society's office.

The salary will be in the range of £2,140 to £2,410 p.a. plus 10% supplement and 5% pension.

Applications should be sent to the Secretary, Society for Further Education, Yorkshire and Humberside, 100 Abchurch Lane, London EC4N 3DF.

EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGIST

Applications are invited from suitably qualified persons for the post of Educational Psychologist, Education Department, London. The post holder will be responsible for the assessment and advice of children with special educational needs.

The salary will be in the range of £2,800 to £3,600 p.a. plus 10% supplement and 5% pension.

Applications should be sent to the Director of Education, Education Department, 100 Abchurch Lane, London EC4N 3DF.

Child Care

KENT THE SAFE CHILDREN FUND

Applications are invited from suitably qualified persons for the post of Child Care Officer, Kent. The post holder will be responsible for the assessment and advice of children with special educational needs.

The salary will be in the range of £2,140 to £2,410 p.a. plus 10% supplement and 5% pension.

Applications should be sent to the Director of Education, Kent, 100 Abchurch Lane, London EC4N 3DF.

BEC BUSINESS EDUCATION COUNCIL

APPOINTMENT OF PART-TIME COURSE MODERATORS

Applications are invited from those with suitable experience of both business and of non-tertiary business studies courses for appointment as part-time course moderators for the new BEC General, BEC National and BEC Higher National Certificate and Diploma courses.

COURSE MODERATORS WILL

- * Work closely with a small group of colleges (involving occasional visits).
- * Be responsible to BEC for the maintaining of the standards of assessment of Council's awards.

Further particulars and application forms from: Business Education Council (Moderator), 76 Portland Place, London W1N 4AA—return by 30 November 1977.

ilea INNER LONDON EDUCATION AUTHORITY

Schools' Psychological Service Educational Psychologist

(Grade A) to work in Division 10 (Wandsworth).
Salary Scale £3,805.80 — £6,002.80
(includes a London Weighting and Phase 1 and 2 supplements).

Applicants should have an honours degree in Psychology, teaching experience and a post-graduate training in educational psychology. The successful candidate will assist with the work of the Schools' Psychological Service which offers varied experience in ordinary and special schools. The vacancy will be of special interest to newly or recently qualified psychologists as it provides opportunities for working with experienced psychologists in a wide range of different psychological settings.

Details and application forms from the Education Officer (EO) (Ref: 247), Adlington Street Annex, The County Hall, London SW 7 2PB. Please enclose a stamped addressed envelope.

Forms to be returned by 31st October 1977.

Educational Psychologists

LANCASHIRE SOCIAL SERVICES DEPARTMENT

Applications are invited from suitably qualified persons for the post of Educational Psychologist, Lancashire Social Services Department. The post holder will be responsible for the assessment and advice of children with special educational needs.

The salary will be in the range of £2,800 to £3,600 p.a. plus 10% supplement and 5% pension.

Applications should be sent to the Director of Education, Lancashire Social Services Department, 100 Abchurch Lane, London EC4N 3DF.

SUNDERLAND EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGIST

Applications are invited from suitably qualified persons for the post of Educational Psychologist, Sunderland Education Department. The post holder will be responsible for the assessment and advice of children with special educational needs.

The salary will be in the range of £2,800 to £3,600 p.a. plus 10% supplement and 5% pension.

Applications should be sent to the Director of Education, Sunderland Education Department, 100 Abchurch Lane, London EC4N 3DF.

DIRECTOR of Educational Administration

Applications are invited for the above post by an internationally-known British organisation which offers short-term English Language Courses.

The Head Office is within one hour's travelling of London in very pleasant surroundings. This is an appointment for which candidates must be highly motivated and energetic graduates in English or Modern Languages with qualifications and/or experience in teaching as a foreign language. Applicants should have a sound up educational programme, and excellent organisational and managerial capabilities. A good business sense. A knowledge of French and German will be an advantage.

The successful candidate will be between 30 and 40 years of age and will probably have already held a senior position within an organisation of a similar kind. However, evidence of success in an appropriate field could be regarded as equally suitable.

Salary £6,000-£7,500 per annum.

For further information please write, outlining your experience, to Box TES 3037, The Times WCH 10.

KENT COLLEGE CANTERBURY APPOINTMENT OF BURSAR

The Governors invite applications for the post of Bursar. The person selected will assume duty early in January, 1978, as appeal organizer and continue as bursar-designate from April to succeed Mr E. V. Woodford as Bursar in July, 1978.

Closing date for applications, November 5. Candidates invited for interview will be informed by November 28. Particulars from Dr Paul Sangster, Headmaster.

THE GRAMMAR SCHOOL, STOCKPORT

The Governors invite applications for the post of Bursar Designate and Clerk to the Governors.

Experience in administration and accounting procedures desirable.

Details of the post and the school can be obtained from the Clerk of the Governors, The Grammar School, Stockport, Cheshire SK2 8JL, to whom applications should be addressed.

BRIGHTON POLYTECHNIC FACULTY OF ART & DESIGN

CHIEF TECHNICAL OFFICER

To supervise technical administration of the work including the allocation of work to technicians, organise and administer all the three-dimensional workshops (including print making and fashion and textiles workshops).

It is expected that the successful applicant will be a relevant HNC or DNC qualification. Experience in the field of higher education would be an advantage.

Application forms and further details are obtainable from the Personnel Officer, Brighton Polytechnic, 100 Abchurch Lane, Brighton BN2 4GJ. Tel: Brighton 892655, 2333. Closing date: 31st October, 1977.

EDUCATIONAL PSYCHOLOGISTS continued

THE ASSOCIATED EXAMINING BOARD

Applications are invited for the following posts:

1. CHIEF EXAMINER in CHEMISTRY—(Molecular Structure and Organic Chemistry) at Advanced level for the 1980 examinations.
2. MODERATOR for DESIGN and CHEMISTRY—(Molecular Structure and Organic Chemistry) at Advanced level for the 1980 examinations.
3. MODERATOR for DESIGN and CHEMISTRY—(Molecular Structure and Organic Chemistry) at Advanced level for the 1980 examinations.

Further details and applications should be sent to the Secretary, The Associated Examining Board, 100 Abchurch Lane, London EC4N 3DF.

School Health Service

HAMPSHIRE LOCALITY COUNCIL

Applications are invited from suitably qualified persons for the post of School Health Officer, Hampshire Local Authority. The post holder will be responsible for the assessment and advice of children with special educational needs.

The salary will be in the range of £2,800 to £3,600 p.a. plus 10% supplement and 5% pension.

Applications should be sent to the Director of Education, Hampshire Local Authority, 100 Abchurch Lane, London EC4N 3DF.

FAST HULLAND REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts:

1. CHIEF EXAMINER in CHEMISTRY—(Molecular Structure and Organic Chemistry) at Advanced level for the 1980 examinations.
2. MODERATOR for DESIGN and CHEMISTRY—(Molecular Structure and Organic Chemistry) at Advanced level for the 1980 examinations.

Further details and applications should be sent to the Secretary, Fast Hulland Regional Examinations Board, 100 Abchurch Lane, London EC4N 3DF.

COLLIER MACMILLAN Academic book Sales Representative

To represent its academic lists in the UK and in the German-speaking regions of Western Europe. The person appointed will join a small team of representatives operating in the UK and Europe.

The territory in the UK will be based on the Midlands and will probably include the South West and Wales. Preference will be given to candidates already resident in the Midlands.

Applications are invited from graduates in either arts or science, fluent in German, and with some exposure to academic publishing.

Candidates of either sex please reply in writing to: Mr P. Killman, Personnel Manager, Cassell & Collier Macmillan Publishers Ltd, 35 Red Lion Square, London WC1R 4EG.

MILTON KEYNES DEVELOPMENT CORPORATION

ASSISTANT WARDEN

Required as soon as possible an Assistant Warden for the 170 acre recreation lake recently completed in the New City of Milton Keynes. The post will offer an opportunity to teach sailing and canoeing combined with the practical responsibilities related to the administration of a developing sail training centre. The successful candidate will be responsible to the Warden for the maintenance of sailing and other craft and should, therefore, be experienced in this field.

This appointment would suit a recently qualified teacher with R.Y.A. and B.C.U. qualifications who ideally has an interest in Environmental Education.

The Corporation's conditions of service include full removal expenses, legal expenses for house sale and purchase, sailing in allowance, full life assurance and a choice of contributory superannuation scheme.

Applications quoting reference number TES/1502 and job title should be sent to the Personnel Manager, Milton Keynes Development Corporation, Wavendon Tower, Wavendon, Milton Keynes, MK17 8LX, by not later than 21st October, 1977.

EDUCATIONAL PSYCHOLOGISTS continued

YORKSHIRE REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts:

1. CHIEF EXAMINER in CHEMISTRY—(Molecular Structure and Organic Chemistry) at Advanced level for the 1980 examinations.
2. MODERATOR for DESIGN and CHEMISTRY—(Molecular Structure and Organic Chemistry) at Advanced level for the 1980 examinations.

Further details and applications should be sent to the Secretary, Yorkshire Regional Examinations Board, 100 Abchurch Lane, London EC4N 3DF.

BRADFORD CITY OF EDUCATION

Applications are invited from suitably qualified persons for the post of Educational Psychologist, Bradford City of Education. The post holder will be responsible for the assessment and advice of children with special educational needs.

The salary will be in the range of £2,800 to £3,600 p.a. plus 10% supplement and 5% pension.

Applications should be sent to the Director of Education, Bradford City of Education, 100 Abchurch Lane, London EC4N 3DF.

GLoucestershire LOCALITY COUNCIL

Applications are invited from suitably qualified persons for the post of Educational Psychologist, Gloucestershire Local Authority. The post holder will be responsible for the assessment and advice of children with special educational needs.

The salary will be in the range of £2,800 to £3,600 p.a. plus 10% supplement and 5% pension.

Applications should be sent to the Director of Education, Gloucestershire Local Authority, 100 Abchurch Lane, London EC4N 3DF.

GLoucestershire LOCALITY COUNCIL

Applications are invited from suitably qualified persons for the post of Educational Psychologist, Gloucestershire Local Authority. The post holder will be responsible for the assessment and advice of children with special educational needs.

The salary will be in the range of £2,800 to £3,600 p.a. plus 10% supplement and 5% pension.

Applications should be sent to the Director of Education, Gloucestershire Local Authority, 100 Abchurch Lane, London EC4N 3DF.

GLoucestershire LOCALITY COUNCIL

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Applications should be sent to the Director of Education, Gloucestershire Local Authority, 100 Abchurch Lane, London EC4N 3DF.

EDUCATION COMMITTEE

Educational Psychologist

required at the Kingsbury Child Guidance Centre, Church Lane, ILW9.

Salary: Soulbury pts 6-22 (£4,803-£7,563 inclusive)

This post has arisen to specifically strengthen the School Psychologist Service in a progressive Authority which has a school population of approx. 4,000. The work will involve Schools units therapeutic work with children and regular consultative work with teaching staff in addition to individual diagnostic work with children. There will also be a commitment to the Child Guidance Service based on the same premises which consists of a Consultant Child Psychiatrist, Psychiatric Social Worker, and Child Psychotherapist in addition to Educational Psychologists. Candidates are expected to have an Honours Degree in Psychology, a post graduate qualification in Educational Psychology, teaching experience. Reference number: E 41.

Part-time Educational Psychologist

at Kilburn Child Guidance Centre (equivalent of 3 days per week).

Grade—Soulbury 6-22 net rate to £4,803-£7,563.

The duties involve work in both the Clinic and the School Psychological Service Work in the Clinic, requires an ability to work closely with the allied disciplines of Child Psychiatry, Psychiatric Social Work and Psychotherapy. New trends in the school Psychological Service will mean responsibilities for therapeutic work with children in their school setting, and regular consultative work with groups of teachers, in addition to traditional diagnostic work with individual children. The basis to this is a generous psychologist/school population ratio. Applicants are required to be fully qualified, i.e. Honours Degree in Psychology, teaching experience and Post-Graduate qualification. Reference number: E/42. Generous relocation expenses available.

LONDON BOROUGH OF BRENT

JOHN MURRAY

invites applications
for the post of
SCIENCE EDITOR

to be responsible for maintaining and extending the firm's schoolbook publishing in the fields of secondary science, mathematics and technical subjects.

Qualifications include: the ability to identify needs for publications in these areas; thoroughness and judgment in assessing and shaping new projects; and familiarity with educational trends. Teaching experience is essential; publishing experience very desirable.

This is a key position and the salary and benefits are in keeping.

Applications should be addressed in confidence to

The Educational Director,
John Murray (Publishers) Ltd,
50 Albemarle Street,
London W1X 4BD

MILTON KEYNES DEVELOPMENT CORPORATION

Required as soon as possible an Assistant Warden for the 170 acre recreation lake recently completed in the New City of Milton Keynes. The post will offer an opportunity to teach sailing and canoeing combined with the practical responsibilities related to the administration of a developing sail training centre. The successful candidate will be responsible to the Warden for the maintenance of sailing and other craft and should, therefore, be experienced in this field.

This appointment would suit a recently qualified teacher with R.Y.A. and B.C.U. qualifications who ideally has an interest in Environmental Education.

The Corporation's conditions of service include full removal expenses, legal expenses for house sale and purchase, sailing in allowance, full life assurance and a choice of contributory superannuation scheme.

Applications quoting reference number TES/1502 and job title should be sent to the Personnel Manager, Milton Keynes Development Corporation, Wavendon Tower, Wavendon, Milton Keynes, MK17 8LX, by not later than 21st October, 1977.

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